DOCUMENT RESUME

ED 401 749 FL 024 246

TITLE	Learning Standards for Languages Other Than English. Revised Edition.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Apr 96
NOTE	90p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Standards; American Indian Languages; American Sign Language; Behavioral Objectives; Communicative Competence (Languages); Cross Cultural Training; *Cultural Awareness; Curriculum Design; *Educational Objectives; Elementary Secondary Education; Intercultural Communication; Language Proficiency; *Language Skills; Latin; Modern Languages; Second Language Instruction; Second Language Programs; *Second Languages; *State Standards
IDENTIFIERS	*New York

ABSTRACT

New York's state standards for student achievement in second language learning, for languages other than English, are outlined in the areas of both communication skills and cultural awareness, at three proficiency levels. The first standard is that "students will be able to use a language other than English for communication." The second is that "students will develop cross-cultural skills and understandings." Each is further defined for these languages or language groups: modern languages; Latin; American Sign Language; and Native American languages. Within each category and for each level, listening, speaking, reading, and writing skills are specified in behavioral objectives, with examples given of appropriate activities and subskills. In addition, samples of student written work in French, German, Italian, Latin, and Spanish are included to illustrate the skill levels targeted. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 749

LEARNING STANDARDS FOR LANGUAGES OTHER THAN ENGLISH

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

WILST

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Learning Standards for

Languages Other Than English

Revised Edition
April 1996

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

Carl T. Hayden, *Chancellor*, A.B., J.D.	**Elmira**
Louise P. Matteoni, *Vice Chancellor*, B.A., M.A., Ph.D.	**Bayside**
Emlyn I. Griffith, A.B., J.D.	**Rome**
Jorge L. Batista, B.A., J.D.	**Bronx**
J. Edward Meyer, B.A., LL.B.	**Chappaqua**
R. Carlos Carballada, *Chancellor Emeritus*, B.S.	**Rochester**
Mimi Levin Lieber, B.A., M.A.	**New York**
Norma Gluck, B.A., M.S.W.	**New York**
Adelaide L. Sanford, B.A., M.A., P.D.	**Hollis**
Walter Cooper, B.A., Ph.D.	**Rochester**
Diane O'Neill McGivern, B.S.N., M.A., Ph.D.	**Staten Island**
Saul B. Cohen, B.A., M.A., Ph. D.	**New Rochelle**
James C. Dawson, A.A., B.A., M.S., Ph.D.	**Peru**
Robert M. Bennett, B.A., M.S.	**Tonawanda**
Robert M. Johnson, B.S., J.D.	**Lloyd Harbor**
Peter M. Pryor, B.A., LL.B., J.D., LL.D.	**Albany**

President of The University and Commissioner of Education
RICHARD P. MILLS

Executive Deputy Commissioner of Education
THOMAS E. SHELDON

Deputy Commissioner for Elementary, Middle, Secondary, and Continuing Education
JAMES A. KADAMUS

Assistant Commissioner for Curriculum, Instruction, Assessment, and Innovation
EDWARD T. LALOR

Coordinator of Curriculum and Instruction
ROSEANNE DEFABIO

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.

CONTENTS

Acknowledgments iv
Introduction v

LEARNING STANDARDS FOR LANGUAGES OTHER THAN ENGLISH AT THREE LEVELS 1

SAMPLES OF STUDENT WORK RELATED TO THE STANDARDS 21

Acknowledgments

In addition to the people recognized in the *Preliminary Draft Framework for Languages Other Than English*, we are grateful to the many teachers from throughout New York State who contributed samples of student work for possible inclusion in this revised edition. Listed below are the names of those teachers whose samples appear in this document.

Contributors:

Michelle Bloom, Guilderland
Janet Bowman, Ithaca
Darlene Cardillo, Albany
Kelly Casey, Albany
Dolores Chimato, Hunter
Jill Crooker, Pittsford
Bonita Hogan, Buffalo
Lucrezia Lindia, Eastchester
Janine Manley, Potsdam
Lorraine Miner, Saugerties
Michele Pollard, Slingerlands
Christine Rant, Guilderland
Patricia Sacca, Albany
Alfred Valentini, Utica
Marie Wilson, Lancaster

Reviewers:

Alessio Evangelista, Rochester
Jill Crooker, Pittsford
Michelle Bloom, Guilderland
Darlene Cardillo, Albany

State Education Department:

Roseanne DeFabio
Jan Christman
Mary Pillsworth

Introduction

This revised edition of the *Learning Standards for Languages Other Than English* incorporates changes to the content standards and performance indicators based on extensive review by the public. It should be considered a working document; as educational practice improves, these standards will continually be revised.

New in this edition are samples of student work, along with teachers' comments on the work. The examples are intended to provide some ideas of tasks that support attainment of the performance standards. They are not models of excellence. Rather, they vary in degree of achievement. Some are at the "acceptable" level; others are at a "more proficient" level. It is important to remember that these are just suggestions of ways that students can demonstrate progress toward achieving the standards.

The State Education Department will continue to collect and publish samples of student work. As teachers become more familiar with the standards and students become more proficient in meeting them, the level of the performance standards and content standards will continue to rise.

Taken together, the content standards and the performance standards define the learning standards for students in languages other than English.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work toward attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.

A Note About Checkpoints

Learning a language other than English may begin at any time; therefore, performance standards are keyed to checkpoints, which may be measured at any point in the K-12 continuum, instead of elementary, intermediate, or commencement levels, which have traditionally implied specific grade levels. The achievement of learning standards at any checkpoint varies according to the age when students begin language study, the frequency and length of the lessons, the students' previous experience with second language learning, and their motivation. Checkpoint A is considered to be a way station en route to proficiency. Checkpoint B corresponds to the level of performance that all students should demonstrate in order to obtain a high school diploma. Checkpoint C proficiency corresponds to a more advanced level of performance that can be attained on an elective basis.

Learning Standards for Languages Other Than English at Three Levels

Standard 1: **Students will be able to use a language other than English for communication.**

Standard 2: **Students will develop cross-cultural skills and understandings.**

Standard 1—Communication Skills

Checkpoint A

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- **comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults**
- **comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words**
- **call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English**
- **use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services.**

This is evident, for example, when students:

- ▲ exchange simple greetings and answer questions about self and family
- ▲ listen to radio broadcasts and answer questions about main ideas
- ▲ speak in complete sentences, using present tense and, occasionally, markers for past and future tenses
- ▲ ask for information or directions
- ▲ discuss classroom activities with a peer
- ▲ use appropriate body language and gestures to supplement the spoken word.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- **understand the main idea and some details of simple informative materials written for native speakers**
- **compose short, informal notes and messages to exchange information with members of the target culture.**

This is evident, for example, when students:

- ▲ obtain information from materials written in the target language including short notes, brief messages, posters, printed advertisements, illustrated simple texts from newspapers and magazines
- ▲ guess the meaning of more complex written material, using context, recognition of cognates, accompanying illustrations, and prior knowledge of situations and issues
- ▲ write a brief message about an everyday activity, using simple sentence structure, not necessarily limited to the present tense.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will be able to use a language other than English for communication.

Latin

1. Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

Students can:

- **read and understand simple connected materials written in Latin**
- **write simple responses to oral, visual, or written stimuli**
- **demonstrate an awareness of the vocabulary, grammar, derivation, and word structure of English.**

This is evident, for example, when students:

- ▲ read original texts and simple exercises to derive meaning
- ▲ recognize the general principles of the language and understand the grammar in its original context
- ▲ write responses to a reading or visual/oral presentation
- ▲ transcribe material read aloud by the teacher
- ▲ express in written English the meaning of simple Latin passages
- ▲ demonstrate an awareness of Latin roots in English
- ▲ compare and contrast English and Latin grammar
- ▲ do word-building in English through a study of Latin roots, prefixes, and suffixes.

2. Listening and speaking support the reading skills in Latin.

Students can:

- **recognize and comprehend simple spoken Latin statements and questions based on classroom situations**
- **articulate simple Latin phrases and convey meaning in controlled situations.**

This is evident, for example, when students:

- ▲ listen to Latin being read aloud and begin to recognize and appreciate phrase groupings and voice inflection
- ▲ correctly repeat words or phrases spoken by the teacher
- ▲ read aloud with generally correct pronunciation
- ▲ respond appropriately to questions based on oral communication or reading passages.

Standard 1—Communication Skills

American Sign Language

1. Visual-gestural skills provide a means of communication with Deaf people in the context of the Deaf culture.

Students can:

- **use receptive skills to comprehend simple statements and questions in standard dialect**
- **express basic needs and compose statements, questions and short messages to signers of the same age group and to familiar adults**
- **initiate and engage in simple face-to-face conversations.**

This is evident, for example, when students:

- ▲ carry on informal, interactive, face-to-face conversations with familiar individuals who are deaf
- ▲ understand age-appropriate narratives, including stories, folktales, and other expressions of the Deaf culture
- ▲ use repetition and rephrasing to sustain comprehension with more skilled signers
- ▲ use gestures to compose simple statements and questions
- ▲ use appropriate vocabulary and structure when communicating with native ASL signers
- ▲ make their messages comprehensible to fluent signers through repetition and rephrasing.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

NOTE: American Sign Language is a visual-gestural language, devoid of voice, and it does not have a written form. It is governed by sign production, registers, and nonmanual grammar using facial and body signals. The emphasis on communication is applied in situations characterized as *receptive*, *expressive*, and *interactive*.

Students will be able to use a language other than English for communication.

Native American Languages

1. Communication in Native languages takes place primarily to share expression of ideas, thoughts, and feelings to preserve Native cultural ideology.

Students can:

- **comprehend simple statements and questions in the context of the classroom and the main ideas of more extended messages and conversations**
- **initiate and respond to simple face-to face conversations.**

This is evident, for example, when students:

- ▲ follow simple directions
- ▲ give appropriate verbal and nonverbal responses
- ▲ converse with tribal elders about traditional values.

2. Writing systems, and therefore reading, are recent introductions to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.

Students can:

- **comprehend the main ideas of materials containing simple structure and syntax**
- **compose short messages on familiar topics or to express basic personal needs.**

This is evident, for example, when students:

- ▲ use visual aids and prior familiarity to derive meaning
- ▲ achieve understanding of written material by repetitive readings
- ▲ write a brief note requesting information.

NOTE: The primary purpose of instruction in Native languages is to teach children how to speak Native languages and to ensure that these languages do not become extinct. These languages have been historically in the oral tradition, and there is no intent to move away from that tradition. It is only in the past 20 years, with the introduction of Native American language programs in the schools, that a writing system has been developed. Each Nation will have to decide to what extent a writing system will be used in instruction.

Standard 1—Communication Skills

Checkpoint B

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- **comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone**
- **understand the main idea and some discrete information in television, radio, or live presentations**
- **initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals**
- **select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers**
- **exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances**
- **use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.**

This is evident, for example, when students:

- ▲ follow conversations and understand messages that concern everyday life and the larger society
- ▲ view slides depicting diversity within the target culture and discuss their reactions
- ▲ listen to Native speakers live or on tape, and use nonverbal cues, repetition, and rephrasing to understand
- ▲ conduct an interview with a native speaker of the target language
- ▲ watch television programs in the target language
- ▲ discuss songs, stories, and selected excerpts from the literature of the target language.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- **read and comprehend materials written for native speakers when the topic and language are familiar.**
- **use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures**
- **read simple materials independently, but may have to guess at meanings of longer or more complex material**
- **write short notes, uncomplicated personal and business letters, brief journals, and short reports**
- **write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently**
- **produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language.**

This is evident, for example, when students:

- ▲ read personal letters and notes, simple business correspondence, pamphlets, feature articles or editorials in newspapers or magazines published for the general public and discuss the positions presented in them
- ▲ read selected short stories and poems and identify the main idea and some specific ones
- ▲ identify subtleties of meaning through the use of learned vocabulary and structures including present, past, and future tense
- ▲ give an oral presentation on an assigned topic, using learned and practiced vocabulary, complex sentence structures in the present and, some sentences in the past and future
- ▲ write a short response to a classroom situation.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will be able to use a language other than English for communication.

Latin

1. Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

Students can:

- **understand composed Latin and passages adapted from Latin authors**
- **respond in simple written Latin and in English to questions based on composed Latin and on passages adapted from Latin authors**
- **demonstrate a knowledge of basic Latin vocabulary and language structures and an increased English vocabulary based on Latin.**

This is evident, for example, when students:

- ▲ comprehend selected passages in familiar Latin sentence patterns
- ▲ use context, clues, and accumulated experience to understand an unfamiliar passage
- ▲ read Latin authors from texts that have been adapted to reflect the interests and language skills of the students
- ▲ respond in simple written Latin to questions based on readings that contain authentic vocabulary and language structure
- ▲ express in written English the general and/or specific meaning of a passage adapted from a Latin author
- ▲ compare and contrast grammar styles of Latin and English through analysis of the same genre of poetry
- ▲ produce a list of English words derived from a single Latin root.

2. Listening and speaking support the reading skills in Latin.

Students can:

- **comprehend simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud.**
- **read familiar Latin aloud and speak Latin with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in controlled classroom situations.**

This is evident, for example, when students:

- ▲ make an oral presentation using Latin words, sounds, and forms of expression
- ▲ use common Latin phrases in a written assignment
- ▲ read Latin passages aloud
- ▲ answer specific questions based on a classroom reading.

BEST COPY AVAILABLE

Standard 1—Communication Skills

Checkpoint B

American Sign Language

1. Visual-gestural skills provide a means of communication with Deaf people in the context of the Deaf culture.

Students can:

- **comprehend messages and short conversations when they contain frequently used grammatical features and word order patterns**
- **understand some main ideas and some discrete information when watching signed television broadcasts, instructional videotapes, and films on topics of interest to them or to the general public**
- **express themselves with confidence on a range of topics that include issues related to everyday life, the content of programs on television and videotapes; the content of articles in newspapers or magazines for the general public; and stories and excerpts from Deaf literature**
- **engage in extended discourse with native ASL signers on a broad range of topics that extends beyond the students' interests to those of general interest to members of the Deaf culture.**

This is evident, for example, when students:

- ▲ ask for directions to a nearby cafe, shopping center, Deaf club . . .
- ▲ relay the main ideas of a newspaper or magazine article
- ▲ make appointments, using present, past, and future time frames
- ▲ use appropriate learned vocabulary and structures, although limited control of more complex structures may interfere with communication
- ▲ employ simple and complex sentences and all conversational tenses that enable them to communicate in all time frames
- ▲ use culturally appropriate behaviors of the Deaf community.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

NOTE:American Sign Language is a visual-gestural language, devoid of voice, and it does not have a written form. It is governed by sign production, registers, and nonmanual grammar using facial and body signals. The emphasis on communication is applied in situations characterized as *receptive*, *expressive*, and *interactive*.

Students will be able to use a language other than English for communication.

Native American Languages

1. Communication in Native languages takes place primarily to share expression of ideas, thoughts, and feelings to preserve Native cultural ideology.

Students can:

- **comprehend messages and short conversations when listening to Native speakers; repetition may be necessary for full understanding**
- **initiate and sustain conversations with some hesitation and difficulty in pronunciation in short and familiar communicative situations**
- **produce an extended communication through a series of short connected utterances, using repetition as needed**
- **comprehend the meaning of myths and legends told to them repeatedly by Native speakers.**

This is evident, for example, when students:

- ▲ relate an incident, using common verbal structures accurately, although errors occur in more complex patterns
- ▲ engage in a simulated classroom dialogue
- ▲ respond in complete sentences to questions from Native speakers
- ▲ make an oral presentation about a traditional festival
- ▲ compare similar myths from differing groups of Native people.

2. Writing systems, and therefore reading, are recent introductions to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.

Students can:

- **understand simple narrative and descriptive authentic materials and edited texts within a familiar context**
- **read Native texts or stories aloud with accurate pronunciation and attention to dialogue**
- **write short communications that are comprehensible to Native speakers used to dealing with students. Difficulties still occur when expressing more complex thoughts.**

This is evident, for example, when students:

- ▲ read and comprehend passages with familiar sentence patterns
- ▲ acquire essential points of information from simple narrative and descriptive writing
- ▲ guess meaning of writing on topics of special interest by using context clues
- ▲ write simple notes, letters, and short reports
- ▲ use elementary vocabulary and commonly encountered structures accurately
- ▲ express themselves in present, future, and past time frames.

NOTE: The primary purpose of instruction in Native languages is to teach children how to speak Native languages and to ensure that these languages do not become extinct. These languages have been historically in the oral tradition, and there is no intent to move away from that tradition. It is only in the past 20 years, with the introduction of Native American language programs in the schools, that a writing system has been developed. Each Nation will have to decide to what extent a writing system will be used in instruction.

Standard 1—Communication Skills

Checkpoint C

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- understand standard speech delivered in most authentic settings
- understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.
- draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language
- comprehend subtler, nuanced details of meaning with some repetition and rephrasing
- engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.

This is evident, for example, when students:

▲ detect emotional overtones and understand inferences in personal communications and formal presentations

▲ report orally on a radio news broadcast that covers contemporary themes and issues

▲ give an oral presentation on an assigned topic, using culturally appropriate vocabulary, expressions, gestures, and verbal and nonverbal cues, simple and complex sentences, and the full range of time frames

▲ maintain a natural conversational pace

▲ produce virtually error-free speech in brief exchanges with classmates, using simple structures and familiar vocabulary. Errors which may interfere with communication tend to occur during more extended and complicated discourse.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- comprehend the content of most texts of interest to native speakers
- draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames, as well as language acquired through independent reading
- write multiparagraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion; errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences
- use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences to communicate through the full range of time frames.

This is evident, for example, when students:

▲ understand the full meaning of personal and business correspondence and pamphlets, full-length feature articles or editorials in newspapers or other periodicals of interest to the general public, general advertising, documentation accompanying commonly used products

▲ interpret full-length original versions of poetry and prose that express significant themes and issues of global and cultural concern

▲ write independently about a broad range of topics that extend beyond the students' daily lives to include issues, ideas, and opinions that are of general interest to the target cultures as expressed in songs (live and recorded), feature programs on television and radio, movies, articles in newspapers and magazines, other forms of media presentations used by native speakers, and literature selections

▲ express complex ideas, using simpler forms of language.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will be able to use a language other than English for communication.

Latin

1. Reading is the most important skill that students acquire in learning Latin for it is the vehicle through which communication with the ancient world is possible, and it is also the tool, along with writing, through which students become more aware of their own and other languages.

Students can:

- **read and understand selected authors of prose and poetry with some assistance**
- **express in English the general and specific meaning of Latin passages of prose or poetry, assisted by glosses, and can demonstrate a controlled, but increasing, ability to write Latin**
- **read aloud Latin prose and poetry with attention to features such as the correct metrical structure**
- **demonstrate an expanding knowledge of Latin vocabulary and language structures, and an increased English vocabulary based on it.**

This is evident, for example, when students:

- ▲ distinguish main ideas from lesser ones to advance understanding
- ▲ recognize some features of an author's style
- ▲ analyze Latin grammar and language patterns in context
- ▲ use the aids and resources available to readers of authentic texts of the major authors of Latin prose and poetry
- ▲ demonstrate an ability to read authentic Latin prose and poetry, while using appropriate resources
- ▲ demonstrate a knowledge of Latin and English grammar through comparison and contrast and through applied use in reading Latin and in reading, listening, speaking, and writing English
- ▲ derive meaning from Latin passages based on an increased knowledge of vocabulary and word-building skills
- ▲ use knowledge of Latin vocabulary to determine the meaning of English derivations.

2. Listening and speaking support the reading skills in Latin.

Students can:

- **recognize and appreciate the linguistic and artistic qualities of oral Latin prose and poetry when read aloud**
- **read aloud Latin prose and poetry with attention to features such as the correct metrical structure.**

This is evident, for example, when students:

- ▲ identify some effects of metrical structure and diction
- ▲ distinguish between classical and ecclesiastical pronunciation
- ▲ read with appropriate attention to metrical structure, phrase grouping, voice inflection, and expression
- ▲ respond appropriately in Latin to classroom situations and readings of prose and poetry.

Standard 1—Communication Skills

Checkpoint C

American Sign Language

1. Visual-gestural skills provide a means of communication with Deaf people in the context of the Deaf culture.

Students can:

- **understand a wide range of registers delivered with some repetition and paraphrasing by fluent ASL signers, comprehension may be hindered when the topics are unfamiliar or when more advanced signed communication is being used**
- **organize presentations on everyday topics**
- **express complex ideas with confidence.**

This is evident, for example, when students:

- ▲ determine the essential content of face-to-face discussions or presentations, of signed feature films, and of signed programs on television and videotape
- ▲ understand communications on a wide range of topics, and on issues of concern globally and in Deaf culture
- ▲ recognize learned vocabulary and structures as well as those acquired through independent exposure to the language
- ▲ demonstrate good control of the morphology of the language and of the most frequently used syntactic structures, although errors may still occur
- ▲ use culturally appropriate behaviors regularly.

2. Interactive communication is possible with Deaf people through the use of signs.

Students can:

- **converse with confidence**
- **engage in extended discourse with native ASL signers on a broad range of topics including those of general interest to the Deaf culture.**

This is evident, for example, when students:

- ▲ use appropriate learned vocabulary and structures
- ▲ employ simple and complex sentences and all conversational tenses to communicate in all time frames
- ▲ use culturally appropriate behaviors of the Deaf community.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

NOTE: American Sign Language is a visual-gestural language, devoid of voice, and it does not have a written form. It is governed by sign production, registers, and nonmanual grammar using facial and body signals. The emphasis on communication is applied in situations characterized as *receptive, expressive,* and *interactive.*

Students will be able to use a language other than English for communication.

Native American Languages

1. Communication in Native languages takes place primarily to share expression of ideas, thoughts, and feelings to preserve Native cultural ideology.

Students can:

- **understand speech delivered with some repetitions and rewording by competent Native speakers**
- **understand the essential points of discussion or presentations on familiar topics in lengthy messages and presentations**
- **handle most communicative situations with confidence but may need help with complicated, unfamiliar topics.**

This is evident, for example, when students:

- ▲ use elementary constructions accurately
- ▲ demonstrate some limited control of complex structures
- ▲ produce extended communications consisting of simple and more complex utterances.

2. Writing systems, and therefore reading, are recent introductions to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.

Students can:

- **understand most factual information in nontechnical prose as well as some informative and descriptive texts on topics related to areas of special interest**
- **compose unified and organized texts on everyday topics.**

This is evident, for example, when students:

- ▲ read excerpts from literature for pleasure
- ▲ distinguish main ideas and analyze materials for the general public
- ▲ detect the overall tone and intent of a text
- ▲ demonstrate command of sufficient vocabulary to express oneself clearly
- ▲ express complex ideas sequentially with simple language
- ▲ write in a style and form comprehensible to Native speakers.

NOTE: The primary purpose of instruction in Native languages is to teach Native American children how to speak their own languages and to ensure that these languages do not become extinct. These languages have been historically in the oral tradition, and there is no intent to move away from that tradition. It is only in the past 20 years, with the introduction of Native American language programs in the schools, that a writing system has been developed. Each Nation will have to decide to what extent a writing system will be used in instruction.

Standard 2—Cultural Understanding

Checkpoint A

Modern Languages

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- **use some key cultural traits of the societies in which the target language is spoken.**

This is evident, for example, when students:

- ▲ recognize cultural patterns and traditions of the target cultures in the target language;
- ▲ understand the cultural implications of the spoken language and of the dynamics of social interaction; and
- ▲ correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.

Latin

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- **demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture**
- **recognize manifestations of antiquity in the modern world.**

This is evident, for example, when students:

- ▲ read selections of culturally authentic passages, some of which are based directly on Latin authors, and point out significant cultural aspects
- ▲ describe the mythological origins of modern symbols such as Apollo space craft, Nike.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will develop cross-cultural skills and understandings.

American Sign Language

1. Key cultural traits exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language.

Students can:

- **use key cultural traits that exist in settings where American Sign Language is used**
- **become aware of cultural patterns, learned through the use of American Sign Language, that characterize the Deaf culture.**

This is evident, for example, when students:

- ▲ correctly use and interpret cultural manifestations for communication about daily activities
- ▲ are aware of the implications when a culture exists within a larger culture.

Native American Languages

1. Culture is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.

Students can:

- **demonstrate an awareness of Native culture**
- **recognize the names of cultural items and their uses**
- **understand the history and cultural symbols of the people**
- **demonstrate knowledge about the clan system.**

This is evident, for example, when students:

- ▲ visit and talk with local cultures, or visit a reservation
- ▲ study wampum belts that record history
- ▲ listen to folktales and myths.

Standard 2—Cultural Understanding

Checkpoint B

Modern Languages

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- **exhibit more comprehensive knowledge of cultural traits and patterns**
- **draw comparisons between societies**
- **recognize that there are important linguistic and cultural variations among groups that speak the same target language**
- **understand how words, body language, rituals, and social interactions influence communication.**

This is evident, for example, when students:

- ▲ role play daily activities such as ordering in a restaurant or shopping, using authentic materials from target language cultures
- ▲ write in their own language an essay about cultural similarities between their country and a country in which the target language is spoken
- ▲ describe linguistic variations including accent, idioms, and styles between two cultures that speak the same language
- ▲ simulate an encounter between two friends in a target language culture, using appropriate social conventions, gestures, and body language.

Latin

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- **demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, art, and architecture, and of their influence on later civilizations**
- **read culturally authentic passages of Latin adapted from Latin authors**
- **apply knowledge of Latin literature, authors, and techniques of style to world literary traditions.**

This is evident, for example, when students:

- ▲ develop a portfolio of modern architecture, labeling those aspects derived from the Greco-Roman tradition
- ▲ read sections of poetry by Ovid, identifying recurring themes, forms, and issues
- ▲ write a paper in English showing how the literary techniques of a Latin author influence a modern author.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will develop cross-cultural skills and understandings.

American Sign Language

1. Key cultural traits exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language.

Students can:

- **demonstrate more comprehensive knowledge of the Deaf culture**
- **draw comparisons about different societies both within the Deaf culture and other cultures**
- **recognize important linguistic and cultural variations among different groups within the culture and in the various states and Canadian provences where American Sign Language is used.**

This is evident, for example, when students:

- ▲ participate in a discussion about cultural patterns learned through the use of American Sign Language
- ▲ understand how daily life in the Deaf culture requires making adjustments to living in a hearing world
- ▲ are able to identify regional differences in the signed language
- ▲ role play daily activities incorporating appropriate cultural behaviors
- ▲ can be understood by a fluent signer of ASL using repetition and rephrasing.

Native American Languages

1. Culture is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.

Students can:

- **demonstrate increased knowledge of Native culture through their myths and legends, art and architecture, and literature and government**
- **recognize how Native cultural ideas exist within modern America.**

This is evident, for example, when students:

- ▲ recreate a legend through an authentic dance
- ▲ write a paper concerning the continuing influence of Native values on modern environmental issues.

Standard 2—Cultural Understanding

Checkpoint C

Modern Languages

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- **demonstrate sophisticated knowledge of cultural nuances in a target language culture**
- **model how spoken language, body language, and social interaction influence communication**
- **use appropriate registers**
- **write in the target language in a manner that articulates similarities and differences in cultural behaviors.**

This is evident, for example, when students:

- ▲ read and understand poetry written for Native speakers
- ▲ exchange greetings with Native speakers and use culturally appropriate grammatical forms and body language
- ▲ write a simulated dialogue between Native speakers about a topic of current interest.

Latin

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- **use adapted reading from Latin prose and poetry to broaden knowledge about Greco-Roman civilization and its influence on subsequent civilizations**
- **make comparisons of Latin literary style with those of world literary traditions.**

This is evident, for example, when students:

- ▲ read unadapted works of Virgil and identify new features of style and content
- ▲ compare and contrast the literary devices employed in an authentic Latin epic with those used in a medieval epic such as *El Cid*.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will develop cross-cultural skills and understandings.

American Sign Language

1. Key cultural traits exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language.

Students can:

- **produce behaviors that are consistent with the Deaf culture**
- **reflect a wide variety of different contexts within the Deaf culture.**

This is evident, for example, when students:

- ▲ use appropriate visual gestures and body language to enrich the signed language
- ▲ maintain conversation with individuals who are fluent signers of ASL
- ▲ observe and understand a signed play or performance.

Native American Languages

1. Culture is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.

Students can:

- **demonstrate a through knowledge of the Native culture**
- **distinguish between various subgroups**
- **relate their knowledge and understanding of the culture to other Native American groups.**

This is evident, for example, when students:

- ▲ discuss issues of community importance with tribal elders
- ▲ demonstrate an understanding of the protocols of expected behavior
- ▲ prepare a report comparing daily life of the Iroquois to that of the Lakota.

Samples of Student Work

The samples of student work included in this section are intended to begin the process of articulating the performance standards at each level of achievement. This collection is not yet adequate for that purpose in either numbers or scope of examples. Nor are these samples presented as models of excellence. They vary in degree of achievement. Some are "acceptable"; others "more proficient." All are meant to provide examples of the kind of work students might produce to demonstrate progress toward the standard.

The primary goal of second language study is, through the communicative method of instruction, to enable students to communicate face-to-face with native speakers of a language other than English. The listening and speaking skills acquired by students are difficult to showcase in a written format such as this Framework. It is expected that in the near future this document will be available on a CDROM. The visual and sound components of this technology will provide more authentic samples of a student achievement in all language areas, and will make it possible to feature student work in languages that have either little or no written form such as Native American languages and American Sign Language.

A Request to Teachers

The New York State Education Department continues to collect samples of student work for inclusion in future revisions of this document. Samples are needed in all areas of second language study, and the need is especially urgent for student samples in the less commonly taught languages such as Asian and African. If you would like to contribute, we would be happy to send you an instruction sheet and the forms that must accompany each submission. Please contact:

Mary W. Pillsworth,
Room 671 EBA
New York State Education Department
Albany, New York 12234

Telephone: (518) 474-3954
Fax (518) 473-4884

Checkpoint A: French

Student Work Sample

Bon Appétit Placemat

Context

Seventh-grade French students were asked to create a placemat designed around a food-related theme. The students had to illustrate and label at least ten topic-related items and include a title for their theme on the finished placemat. These placemats were later used to stimulate conversation.

Performance Indicators

Students can:

. . . write in the target language to convey messages.

Commentary

The Sample:

- uses familiar words and learned expressions to convey an intended message (what is in the refrigerator)
- shows evidence of use of a limited knowledge of the target language to communicate written messages in the target language
- demonstrates visual organizers (such as the refrigerator theme) that can be used to convey meaning
- demonstrates a high level of accuracy in form (no mistakes in spelling/gender)
- includes visual cues to aid comprehension of the written language (pictures of the food).

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Student Work Sample

Let's Commands

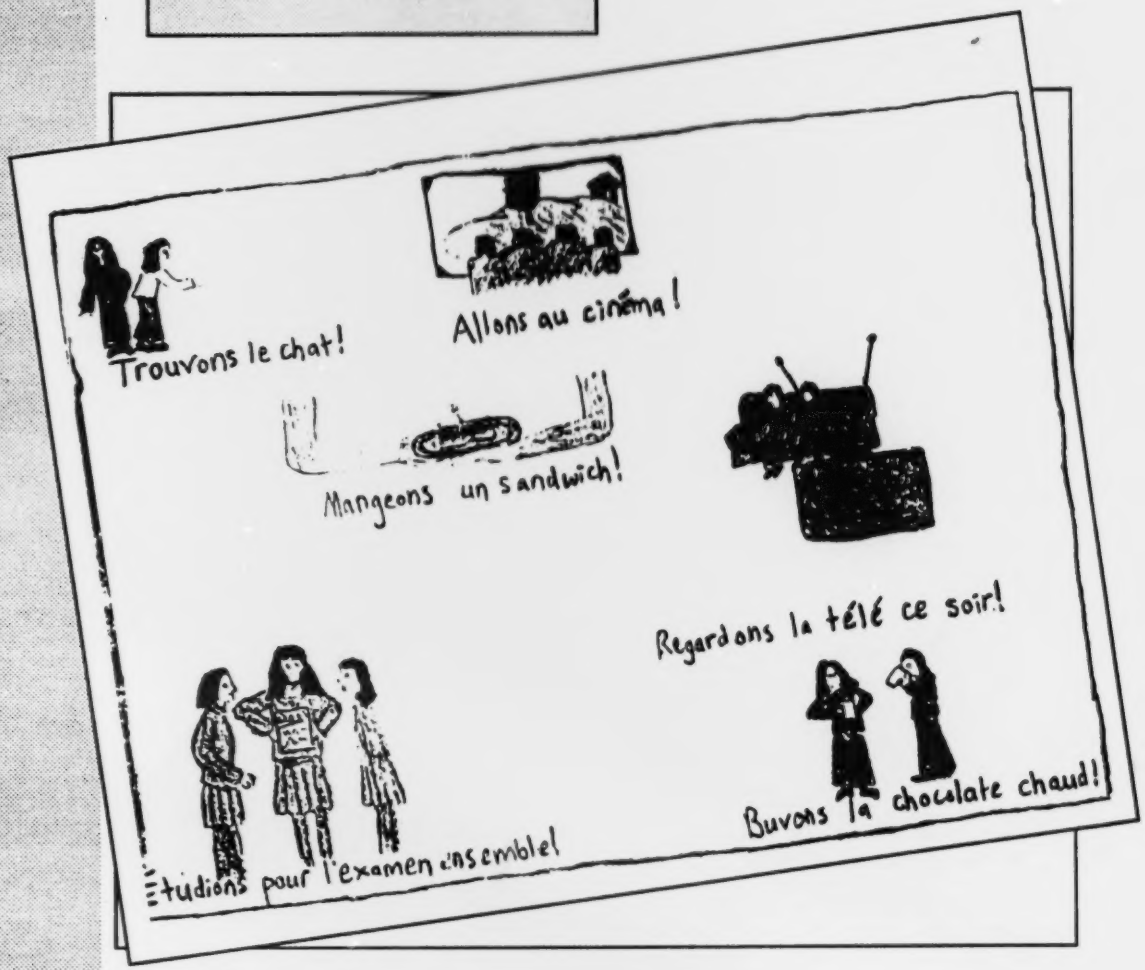
Context

First-year French students were asked to illustrate at least five things that they could do together during the weekend. They were then told to label each drawing with the appropriate "let's" command.

Performance Indicators

Students can:

. . . compose short messages to exchange information about everyday activities.



BEST COPY AVAILABLE

Commentary

The Sample:

- contains familiar words and learned expressions and conveys a message (e.g., suggestions for a weekend activity)
- shows effective use of simple sentence structure (e.g., first person plural commands) to perform writing functions pertaining to everyday activities
- demonstrates the student's ability to write comprehensibly in French despite the fact that errors in structure and spelling occur (one gender error - "la chocolate")
- includes visual organizers that aid in comprehension
- demonstrates the student's ability to identify and employ language practices that are meaningful to her
- shows that with limited knowledge of the target language, written communication is possible.

Circumstances of Performance:

	Timed Assignment
	Extended Project
√	**First Draft**
	Revised Draft
√	**Teacher-generated Topic**
	Student Choice
√	**Embedded in Class Work**
	Research Required

Student Work Sample

Weekend Plans

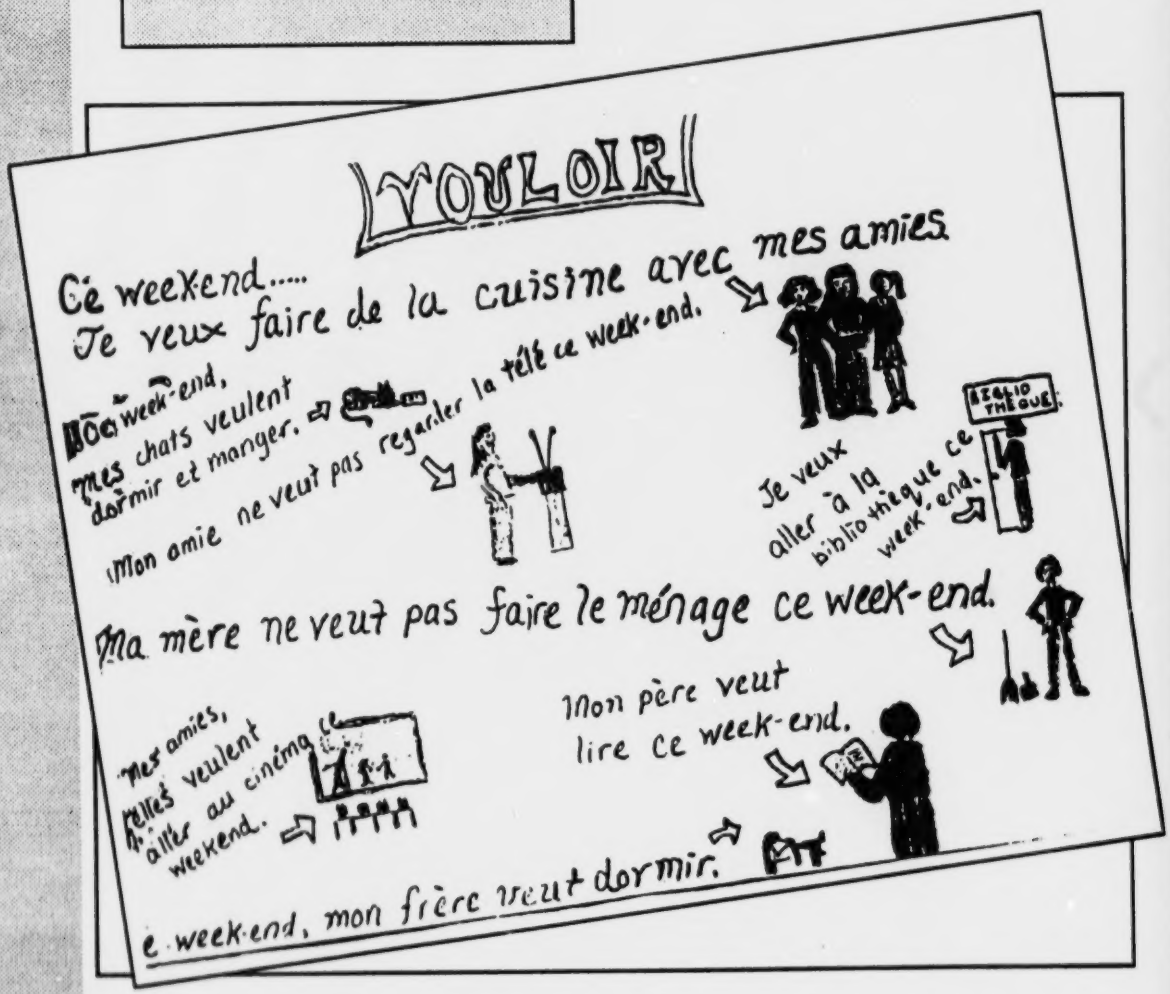
Context

First-year French students were asked to illustrate at least six things that they or others want and do not want to do. They were then told to label each drawing in French, expressing what they wanted and did not want to do.

Performance Indicators

Students can:

. . . compose short messages to exchange information about themselves and everyday activities and interests.


VOULOIR
Ce weekend.....
Je veux faire de la cuisine avec mes amies
Ce week-end,
mes chats veulent dormir et manger.
Mon amie ne veut pas regarder la télé ce week-end.
Je veux aller à la bibliothèque ce week-end.
Ma mère ne veut pas faire le ménage ce week-end.
mes amies, elles veulent aller au cinéma ce weekend.
Mon père veut lire ce week-end.
ce week-end, mon frère veut dormir.

BEST COPY AVAILABLE

Commentary

The Sample:

- demonstrates the use of familiar words and learned expressions to convey an intended message (what people want to do during the weekend)
- exhibits the use of simple sentence structure to perform writing functions pertaining to everyday activities (what one wants and does not want to do)
- reflects the use of language practices that are most meaningful to the student (what she and others want and do not want to do)
- shows that with limited knowledge of the target language, written communication is possible
- combines language and visual cues to accomplish complete comprehension of the intended message (e.g., labeled drawings)
- shows a high level of accuracy.

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
√	**First Draft**
√	**Revised Draft**
√	**Teacher-generated Topic**
	Student Choice
√	**Embedded in Class Work**
	Research Required

Checkpoint A: French

Student Work Sample

Group Interview

Context

Each group of first-year French students was given three questions in French. They were instructed to ask each of these questions to the members of their group. They then were asked to record the answers.

Performance Indicators

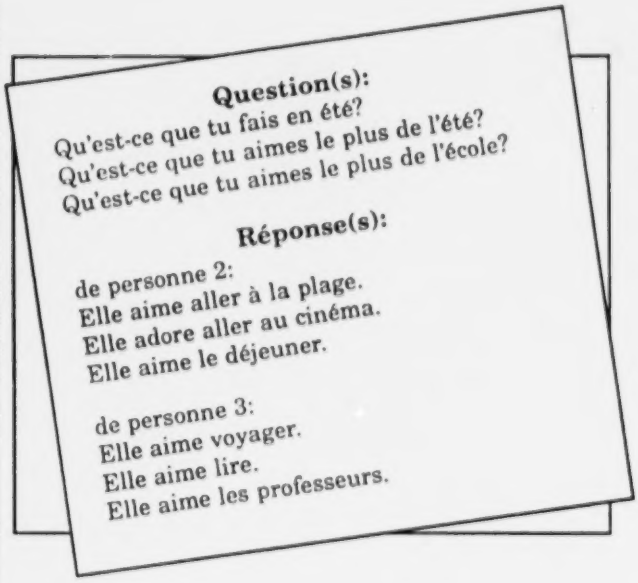
Students can:

. . . comprehend simple language consisting of familiar vocabulary and structures in face-to-face communication

. . . engage in simple conversations in the target language with speakers of the same age group

. . . compose short notes to exchange information

. . . use some key cultural traits of the societies in which the target language is spoken.



Question(s):

Qu'est-ce que tu fais en été?
Qu'est-ce que tu aimes le plus de l'été?
Qu'est-ce que tu aimes le plus de l'école?

Réponse(s):

de personne 2:
Elle aime aller à la plage.
Elle adore aller au cinéma.
Elle aime le déjeuner.

de personne 3:
Elle aime voyager.
Elle aime lire.
Elle aime les professeurs.

Commentary

The Sample:

- shows that the student understands information presented in face-to-face communication
- demonstrates appropriate responses to simple questions
- employs simple sentence structure using the present tense
- uses a variety of vocabulary appropriate to level of student
- demonstrates the student's ability to participate in an informal conversation about personal interests and activities (e.g., summer, favorite activities)
- shows that pronunciation errors did not impede comprehension of the intended message
- shows recognition of cultural patterns of the target culture in the target language (e.g., in using "tu" when addressing peers).

Circumstances of Performance:

√	Timed Assignment
	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint A: French

Student Work Sample

Pen Pal Letter

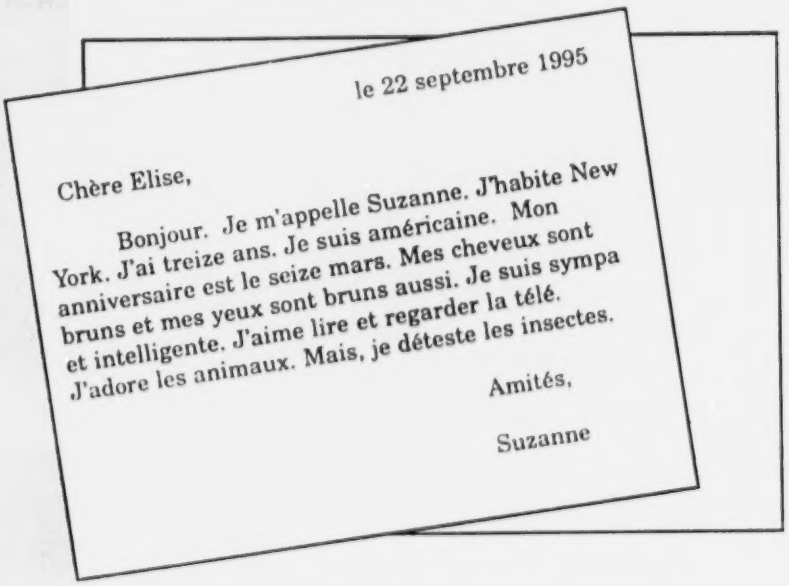
Context

Eighth-grade French students were assigned pen pals from another school with whom they would have an ongoing exchange. In this first letter, students were asked to introduce themselves, using previously learned words and expressions.

Performance Indicators

Students can:

. . . compose short informal notes and messages to exchange information with members of the target culture about themselves, their family, and their friends, and about everyday activities and interests at home, in school, and in the community. Errors in spelling and structure may frequently occur.



le 22 septembre 1995

Chère Elise,

Bonjour. Je m'appelle Suzanne. J'habite New York. J'ai treize ans. Je suis américaine. Mon anniversaire est le seize mars. Mes cheveux sont bruns et mes yeux sont bruns aussi. Je suis sympa et intelligente. J'aime lire et regarder la télé. J'adore les animaux. Mais, je déteste les insectes.

Amités,

Suzanne

Commentary

The Sample:

- demonstrates the student's ability to use familiar words and learned expressions to convey a message (e.g., introducing oneself to a pen pal)
- presents the information in an organized fashion
- observes appropriate letter-writing techniques (e.g., date, salutation, closing)
- shows a high level of accuracy in structure and spelling (only spelling error is "amités")
- uses wide variety of vocabulary appropriate to level of student (e.g., age, birthday, hair and eye color, etc.).

Circumstances of Performance:

	Timed Assignment
	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint A: Italian

Student Work Sample

Italian vs American Foods

Context

After learning about the foods that Italians eat, eighth-grade Italian students were asked to make a poster comparing American and Italian eating habits. The information from these posters was shared in Italian with peers.

Performance Indicators

Students can:

. . . use key cultural traits of societies in which the target language is spoken

. . . engage in simple conversation in the target language with speakers of the same age group

. . . compose short writing samples in the target language to exchange information.

For my Italian project I used a big piece of posterboard. I divided it into halves. One side explains what Americans eat for breakfast, lunch and dinner and the other side shows what Italians eat. I also glued pictures of food in the appropriate categories, for example for breakfast I used pictures of cereal, waffles, and coffee. For Italian side I drew a picture of bread, butter and marmalade. Under the pictures I explained what Italians and Americans ate and drank, how many courses they have, and how big or small the meal is.

Commentary

The Sample:

- recognizes cultural patterns and traditions of the target culture (e.g., different foods that Italians eat)
- shows the student's ability to use familiar vocabulary for an intended message (e.g., labeling foods)
- demonstrates the student's ability to participate in an informal conversation about an everyday activity (e.g., discussing foods that are eaten in Italy).

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint A: Latin

Student Work Sample

Prometheus - *Mount Olympus Press*

Context

As part of a unit on ancient myths, students were shown a filmstrip about Prometheus and asked to listen for key ideas. They were then asked to read a passage in Latin and answer questions about it. Finally, they were given a longer-term assignment involving creative writing based on the events in the myth. The writing was to take the form of a modern news article for the *Mount Olympus Press.*

Performance Indicators

Students can:

. . . understand Latin grammar

. . . deduce meaning from context

. . . respond in simple written English to questions based on Latin reading

. . . demonstrate knowledge of some aspects of Greco-Roman culture and selected facts of myths.

THE MOUNT OLYMPUS PRESS

Out of Town edition .

"Read by More Romans than any other Newspaper"™

December 5, 1995

Prometheus Sentenced by Jupiter

Rome, The Associated Press- According to sources, Prometheus, the great Titan who created man, has finally been sentenced. However, the sentence itself is still unknown. The Gods seem to be trying to cover up Prometheus' location. Prometheus had been put on trial by Jupiter for the crime of stealing one of the treasures of the Gods. Prometheus wore an invisible cloak given to him by Minerva in order to sneak past the guards and get the fire in his great stick. Prometheus then gave it to man, who was at the time dying off and in need of heat, artificial light and a way to protect against attacks by wild animals. The humans were saved by Prometheus' generosity. According to one of our reporters, Jupiter's punishment for Prometheus was to create Pandora, the first woman. Another source says that Prometheus was freed by Hercules and brought to Olympus to join the Gods he had defied. Possibly the most accurate of our sources tells us that Jupiter had Prometheus chained to a rock on Mount Caucasus where an eagle ate away at his liver, starting over each day after the liver had grown back during the night. The possible connection of Minerva, the Goddess of wisdom, to this crime is currently under investigation according to Jupiter's chief of staff.

Commentary

The Sample:

- contains frequently used vocabulary
- uses vocabulary in context to deduce meaning
- shows creativity and the ability to paraphrase
- shows a connection from the ancient world to the present.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint A: Spanish

Student Work Sample

Reviewing the Weather

Context

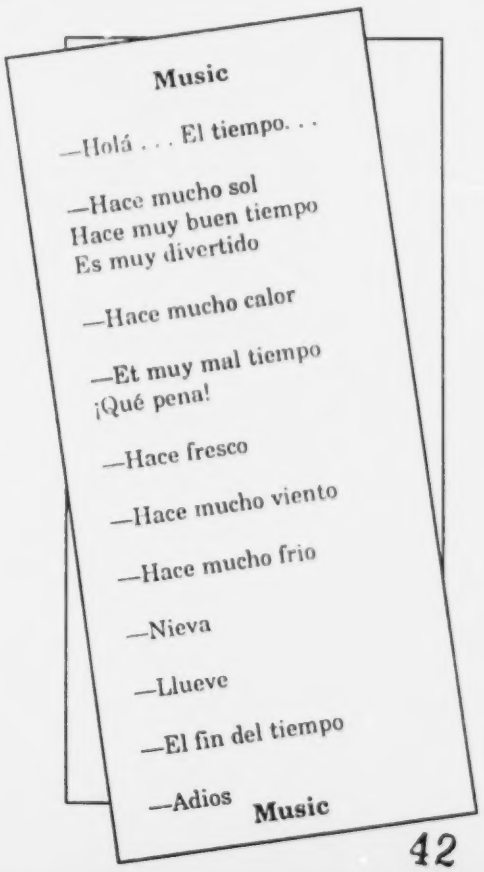
Eighth-grade Spanish students were asked to review a topic covered in the past two years, using the target language and any medium. In this sample, a group of four students decided to teach weather in Spanish by producing a video.

Performance Indicators

Students can:

. . . engage in simple conversations in the target language with speakers of the same age group.

During the video, students are dressed in clothing appropriate to the weather conditions and are engaged in appropriate weather related activities. Even ice, snow, and rain are shown visually.



Music

—Holá . . . El tiempo. . .

—Hace mucho sol
Hace muy buen tiempo
Es muy divertido

—Hace mucho calor

—Et muy mal tiempo
¡Qué pena!

—Hace fresco

—Hace mucho viento

—Hace mucho frio

—Nieva

—Llueve

—El fin del tiempo

—Adios

Music

42

Commentary

The Sample:

- shows the students' ability to produce comprehensible message using learned structures and vocabulary (e.g., weather conditions)
- deals with a subject related to the daily environment (e.g., weather)
- demonstrates the students' ability to employ simple sentence structures using the present tense (e.g., Hace calor)
- includes the students' use of props (nonverbal cues) and gestures in order to make their speech comprehensible and to compensate for errors in pronunciation and structure
- shows the students' ability to work cooperatively to complete a task.

Circumstances of Performance:

	Timed Assignment
√	Extended Project
√	First Draft
	Revised Draft
	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint A: Spanish

Student Work Sample

A Monster

Context

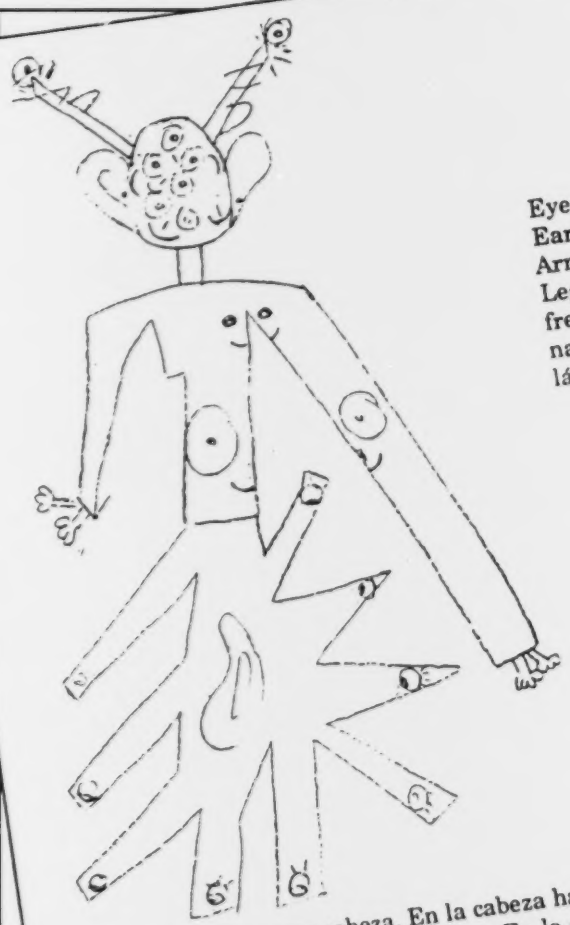
Students in a first-year Spanish class were asked to draw a monster that included all the vocabulary pertaining to body parts covered in the unit. The students then used this drawing to create a written inventory of body parts. Using this inventory, the students were asked to describe their drawings to another person. This activity concluded with a complete written description of the monster.

Performance Indicators

Students can:

. . . use appropriate strategies to initiate and then engage in simple conversations in the target language with speakers of the same age group

. . . compose short informal notes and messages to exchange information about familiar topics. Errors in spelling and structure may frequently occur.



Inventory:

Eyes: ojo : 17
Ears: oreja: 8
Arms: Brazo: 4
Legs: piernas: 9
frente: 1
nariz: 7
lábios: 7

Mi monstruo tiene una cabeza. En la cabeza hay siete ojos. En la cabeza hay cinco labios. Mi monstruo tiene cuatro narices. En la cabeza hay dos orejas. Un en a la izquierda. Un en a la derecha. Mi monstruo tiene dos hombros. En los hombros hay dos brazos. Cada brazo a la izquierda tiene tres dedos. Cada brazo a la derecha tiene tres dedos. Mi monstruo tiene nueve piernas. Hay uno ojo en cada piernas.

BEST COPY AVAILABLE

Commentary

The Sample:

- reflects a clear understanding of vocabulary pertaining to body parts (e.g., monster correctly described)
- uses a wide variety of familiar words and expressions (e.g., numerous body parts mentioned)
- demonstrates excellent use of grammatical structure for this level (e.g., all verbs in the correct form)
- demonstrates ideas that are organized with adequate supporting detail (e.g., complete description of the monster)
- shows the student's ability to compose language that consists primarily of familiar words and expressions (e.g., describing the monster orally to another student)
- demonstrates the student's ability to write comprehensibly despite several errors in form (e.g., "uno ojo," "cada brazos").

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
√	**First Draft**
√	**Revised Draft**
√	**Teacher-generated Topic**
	Student Choice
√	**Embedded in Class Work**
	Research Required

Checkpoint A: Spanish

Student Work Sample

Spanish Menu

Context

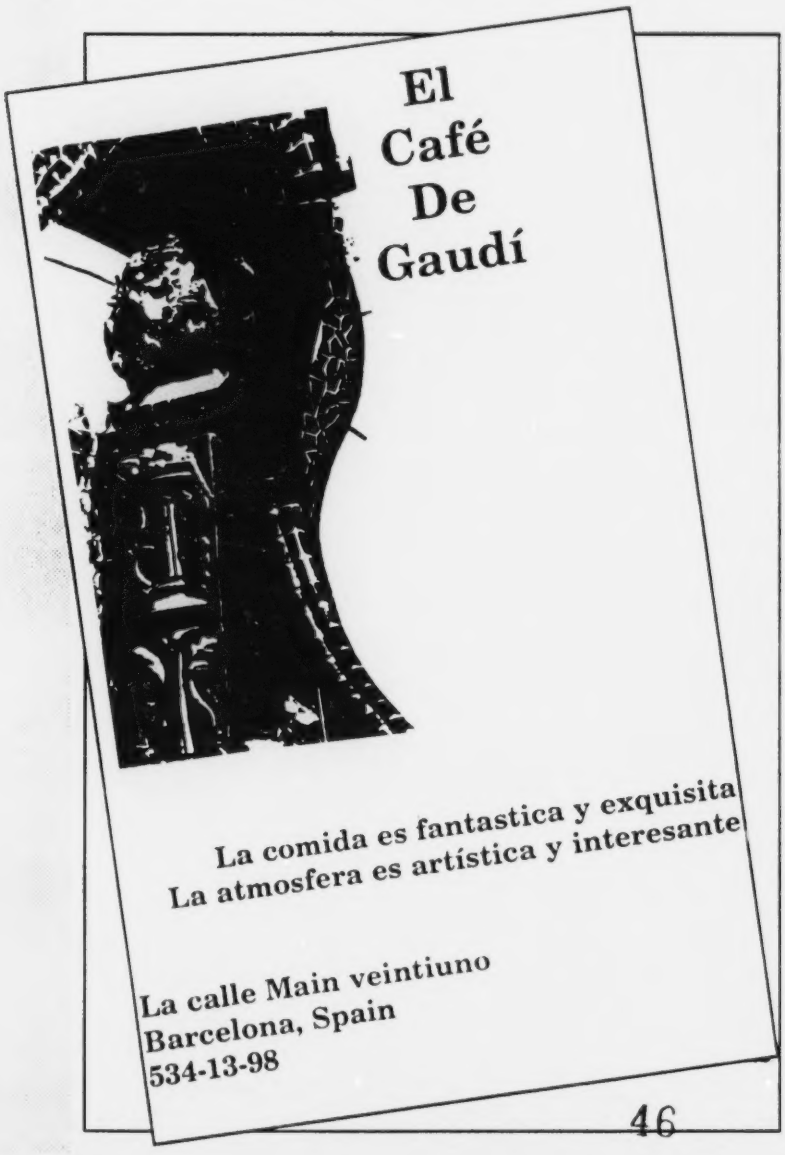
Students were asked to create a menu in Spanish that would feature three main categories of food, with appropriate prices listed for each specific offering. Six regional dishes were also to be included.

Performance Indicators

Students can:

. . . use key cultural traits of societies in which the target language is spoken

. . . compose short pieces of writing to exchange information in the target language.



Commentary

The Sample:

- recognizes cultural patterns and traditions of the target culture (e.g., correct use of pesetas, addresses and phone numbers, time, food categories and food choices)
- includes familiar words and learned expressions to convey a message (description of the restaurant)
- exhibits simple sentence structure appropriate to level of student
- observes the basic form for writing a menu
- shows a high level of accuracy (e.g., "cebollo" is the only spelling mistake)
- includes visual elements to enhance the intended message (e.g., photos on the menu)
- uses a wide variety of familiar words and expressions (e.g., large number of foods included).

Las verduras

El maíz	365pts.
Las papas	400pts.
Las habiehuelas	415pts.
El arroz	375pts.

Los mariscos

Los peseaitos	850pts.
Las gambas	1216pts.
La truecha	875pts.

La carne

El biftec	875pts.
El cerdo	765pts.
El pavo	61pts.
El pollo	610pts.
La paella	1216pts.

Las horas- 10,30-21,30

Las bebidas

El café con lecehe	386pts.
El refreseo	400pts.
El zumo(de naranja o manzana)	345pts.
La horchata	608pts.

Los Postres

El flan	650pts.
La tarta de manzana o cereza	715pts.
El pan dulce	543pts.
El helado (de vainilla, de chocolate, de fresa)	608pts.

* aceptamos Mastereard y Visa

La Carta

Los entremeses 608pts.

Las tapas	486pts.
La fruta	243pts.
El queso	365pts.
La ensalada o la sopa	

Las sopas 608pts.

El gazpacho	851pts.
La sopa de queso y cebollo	487pts.
La sopa de pollo	

Las ensaladas 500pts.

de jardin	475pts.
de cocinero	487pts.
de frutas	

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
√	**First Draft**
	Revised Draft
√	**Teacher-generated Topic**
√	**Student Choice**
√	**Embedded inClass Work**
	Research Required

Checkpoint B: French

Student Work Sample

Reading Journal

Context

Each month, students were asked to choose a reading passage from a magazine or newspaper written in the target language. After reading the passage, the students had to summarize in English the important points from the article, comment on its interest to them, and recommend it to an appropriate reader. In addition, the students were instructed to list five new words from the reading and their meanings.

Performance Indicators

Students can:

. . . read and comprehend materials written in the target language when the topic and language are familiar

. . . use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.

Je m'appelle François et je voudrais te présénter la ville où je suis né. Elle s'appelle Confolens. Elle se trouve dans la région Atlantique du Poitou-Charentes. C'est une petite ville de trois mille habitants seulement.

Confolens ressemble à beaucoup d'autres petites ville françaises. La seule difference est que, tous les ans, au début du mois d'août, Confolens devient la capitale mondiale du folklore. Confolens connaît alors une grande animation. Pendant le festival, des centaines de milliers de touristes viennent voir les artistes des différents pays défiler dans les rues ou sur scène. Les artistes sont habillés en costumes traditionnels de leur pays. Il y a beaucoup de couleurs. Tout le monde chante, danse et l'ambiance est à la fête. Les gens se promènent dans les rues très tard le soir. Confolens représente alors un mélange incroyable de cultures différentes. Les artistes se rencontrent et des liens d'amitié se créent.

Depuis sa création en 1957, le festival de Confolens connaît chaque année un succès un peu plus important. Aujourd'hui, il a une renommée internationale. Donc, si tu aimes faire la fête, chanter et danser, je te conseille de venir faire un tour à Confolens au mois d'août prochain.

BEST COPY AVAILABLE

Title: "Le Festival de Confolens"

Magazine/article: "Bonjour" November/December 1995

Theme: Festival at Confolens—many different ethnic groups

Summary: The article is written by François, who describes his city, Confolens. Francois was born in Confolens, a little town with three thousand inhabitants, situated southwest of Paris. Confolens differs from other little French towns in that every year, in the beginning of August, Confolens has a Folklore Festival. Hundreds of thousands of tourists flock to the city to tour the town-seeing many ethnic groups represented. People (artists) dress in their ethnic attire, and everyone has a great time singing and dancing. There, is an air of festiveness and people spend hours through the streets, often retiring very late. The city is a mixture of peoples who "come together and the lines of friendship are created" each year. The festival was created in 1957. Since then it has been celebrated every year. Today it is internationally recognized.

New words:
un mélange - a mixture
des liens - ties
des centaines de milliers - hundreds of thousands
habiller - to dress
se créer - to create
se rencontrer - to meet

Interest: I thought that the article was very interesting. I didn't know France was so ethnically diverse. It is good to know that France encompasses many nationalities and has a designated day in Confolens whose culture is celebrated! It is wonderful! Americans should have something like this!

Recommend: I would recommend this article to a teacher teaching her students French culture because I think it is important for them to know how ethnically diverse France is and that at Confolens a festival has been celebrating the people's culture since 1957-almost fifty years ago.

Commentary

The Sample:

- shows the student's understanding of the main idea and some specific information on a topic of her choice (e.g., a famous festival in France)
- demonstrates the student's ability to obtain information from a feature article in a magazine written in French
- provides evidence that the student can distinguish the subtleties of meaning through the use of learned vocabulary and structures
- communicates the student's personal reactions and insights related to her reading (e.g., interest)
- shows the student has derived meaning from printed material and has evaluated its content (e.g., recommendation)
- shows the student's ability to make comparisons between the target culture and her own (e.g., "Americans should have something like this!").

Circumstances of Performance:

	Timed Assignment
	Extended Project
√	**First Draft**
	Revised Draft
	Teacher-generated Topic
√	**Student Choice**
	Embedded in Class Work
	Research Required

Student Work Sample

Comic Strip of *Aucassin et Nicolette*

Context

After reading the medieval love story, *Aucassin et Nicolette*, French 3 students were assigned two chapters from the book and asked to create a two-frame comic strip for those chapters as well as to write a short summary in French of what happened in those chapters.

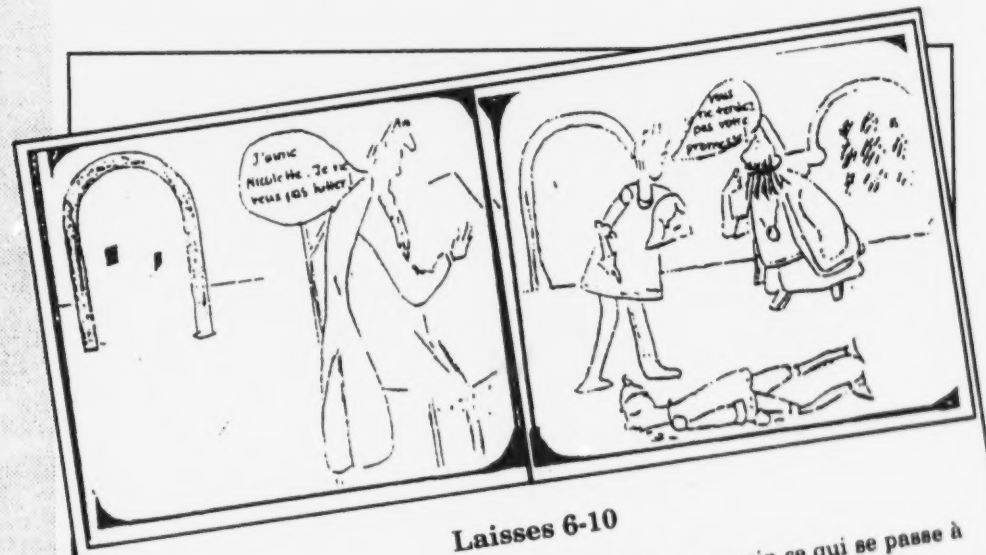
Performance Indicators

Students can:

. . . comprehend the content of most nontechnical prose and expository texts

. . . draw on a broad range of learned vocabulary, idioms, and structures that include simple and complex sentences and the full range of time frames; and draw on vocabulary, idioms, and structures acquired as a result of independent reading outside the classroom

. . . write texts in which their thoughts are unified and presented in an organized fashion.



Laisses 6-10

Aucassin est triste parce que le vicomte ne dit pas à Aucassin ce qui se passe à Nicolette. Il va dans sa chambre et il pleure. Aucassin et son père font une promesse: Aucassin prendra les armes et il ira au combat contre les Sarrasins à condition que si'l revient vivant, son père le laissera voir Nicolette et lui donner un baiser; et son père est d'accord. Il se débarrasse de ses ennemis. Il attrape le comte de Valence et le fait voir à son père. Parce que son père ne tend pas sa promesse, Aucassin demande au comte de Valence de faire tort à son père.

Commentary

The Sample:

- demonstrates the student's ability to write independently about a topic that extends beyond the student's daily life (e.g., medieval love story)
- deals with a topic of interest to members of the target culture (famous work of French literature)
- interprets a full-length version of prose that expresses universal themes (e.g., love and war)
- shows the effective use of culturally appropriate learned vocabulary and structures
- expresses complex ideas, using simpler forms of language
- reflects a clear understanding of the information from a text *(Aucassin et Nicolette)*
- portrays the information visually to facilitate comprehension of the text (e.g., comic strip drawings)
- includes informal dialogue that connects the characters to the text
- contains a minimal number of errors in form, none of which impede comprehension (e.g., "si'l").

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
√	**First Draft**
	Revised Draft
√	**Teacher-generated Topic**
	Student Choice
√	**Embedded in Class Work**
	Research Required

Checkpoint B: German

Student Work Sample

The Story of the Squirrel and the Mice

Context

Students in a German 2 class were required to read the short story *Die Geschicte vom Eichhömchen und den Mäusen* (The Story of the Squirrel and the Mice). Then the students worked in small groups, using approximately two 22-minute blocks of time to create a "screenplay" of the story. The students performed the "screenplay" without notes. They were required to include all the major elements of the story. The teacher gave some assistance during this activity but did not correct all of the grammatical errors.

Performance Indicators

Students can:

. . . read and comprehend materials written for native speakers when the topic and language are familiar

. . . use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures

. . . when speaking, select vocabulary appropriate to a range of topics of general interest, employ simple and complex sentences, and express details

. . . initiate and sustain a conversations with groups of familiar peers.

Screenplay for the story.

Die Geschicte vom Eichhörnchen und den Mäusen

Narrator: In einer Baumhöhle wohnt ein Eichhörnchen und in den Wurzeln eine Mäusekinder. Die Mäusekinder ist hungrig.

Mouse Baby: Mutti, Mutti, Ich habe Hunger

Mouse Mother: Ich werde in den Wald laufen. Ich finde Futter für meine Kinder.

Narrator: Die Mäusemutter geht zu weit in den Wald.

Mouse Mother: Ich kann meine Mausenest nicht finden. Meine Kinder ist allein.

Narrator: zurück um das Nest.

Mouse Baby: Pieps, Pieps.

Squirrel: Still, bitte! Ich kann nicht schlafen.

Mouse Baby: Ich habe Hunger.

Squirrel: Das ist nicht mein Problem.

Mouse Baby: Ich kann meine Mutti nicht finder.

Squirrel: Ich weisse das nicht. Es tut mir leid. Hier ist Nusse für du.

Mouse Baby: Du bist sehr nett.

Squirrel: Jetzt ich kann schlafe.

Narrator: Am Morgen.

Mouse Mother: Meine Kinder, Ich finde sie.

Narrator: Und alle sind froh.

(Scripted from the videotap. Includes errors made by the students.)

Commentary

The Sample:

- shows the students' ability to communicate their ideas effectively and comprehensively
- demonstrates how students incorporated new vocabulary in their "screenplay"
- demonstrates the students' ability to simulate authentic speech through their use of intonation and nonverbal cues and gestures
- provides evidence that the students were able to work cooperatively to choose appropriate elements of the story to incorporate in their "screenplay" and appropriate language to express their ideas
- shows comprehension of the story the students have read.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint B: German

Student Work Sample

The Story of the Squirrel and the Mice (II)

Context

Students in a German 2 class were required to read the short story, *Die Geschicte vom Eichhömchen und den Mäusen* (The Story of the Squirrel and the Mice). After a group activity in which the students, working in small groups, created and performed original "screenplays" for the story, each student was required to retell the story in written form and in his/her own words. The students illustrated their narrative as well.

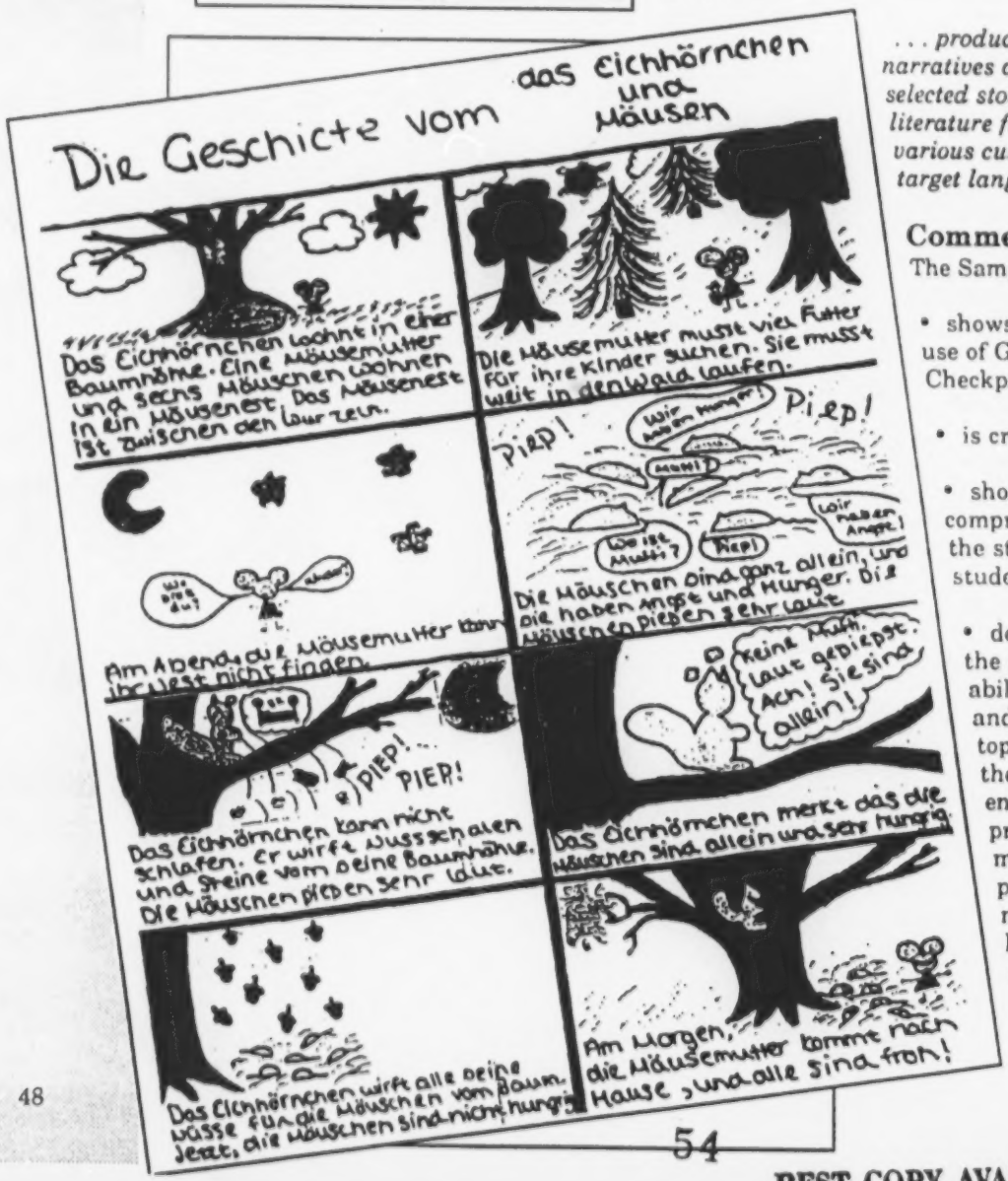
Performance Indicators

Students can:

. . . read and comprehend materials written for native speakers when the topic and language are familiar

. . . use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures

. . .write complex content when given the opportunity for organization and advance preparation


Die Geschicte vom das Eichhörnchen und Mäusen
Das Eichhörnchen lachte in einer Baumhöhe. Eine Mäusemutter und sechs Mäuschen wohnen in ein Mäusenest. Das Mäusenest ist zwischen den Laubzeln.
Die Mäusemutter muste viel Futter für ihre Kinder suchen. Sie musst weit in den Wald laufen.
Piep!
Wir haben Hunger!
Piep!
Mutti!
Wo ist Mutti?
Piep!
Wir haben Angst!
Die Mäuschen sind ganz allein, und die haben Angst und Hunger. Die Mäuschen piepen sehr laute.
Am Abend, die Mäusemutter kann ihr Nest nicht finden.
Das Eichhörnchen kann nicht schlafen. Er wirft Nussschalen und Steine vom seine Baumhöhle. Die Mäuschen piepen sehr laute.
PIEP!
PIEP!
Keine Mutti. Laute gepiepst. Ach! Sie sind allein!
Das Eichhörnchen merke das die Mäuschen sind allein und sehr hungrig.
Das Eichhörnchen wirft alle seine Nüsse für die Mäuschen vom Baum. Jetzt, die Mäuschen sind nicht hungrig.
Am Morgen, die Mäusemutter kommt nach Hause, und alle sind froh!

. . . produce written narratives about selected stories and literature from the various cultures of the target language.

Commentary

The Sample:

- shows proficient use of German at Checkpoint B
- is creative
- shows comprehension of the story that students had read
- demonstrates the student's ability to identify and discuss topics and themes encountered in printed material produced for native language users.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint B: Italian

Student Work Sample

Family Album

Context

The students were given the assignment of creating a family album consisting of five pictures, and writing appropriate captions for each picture. After the album was created, the students were asked to explain their own album to a fellow student, conversing with that student.

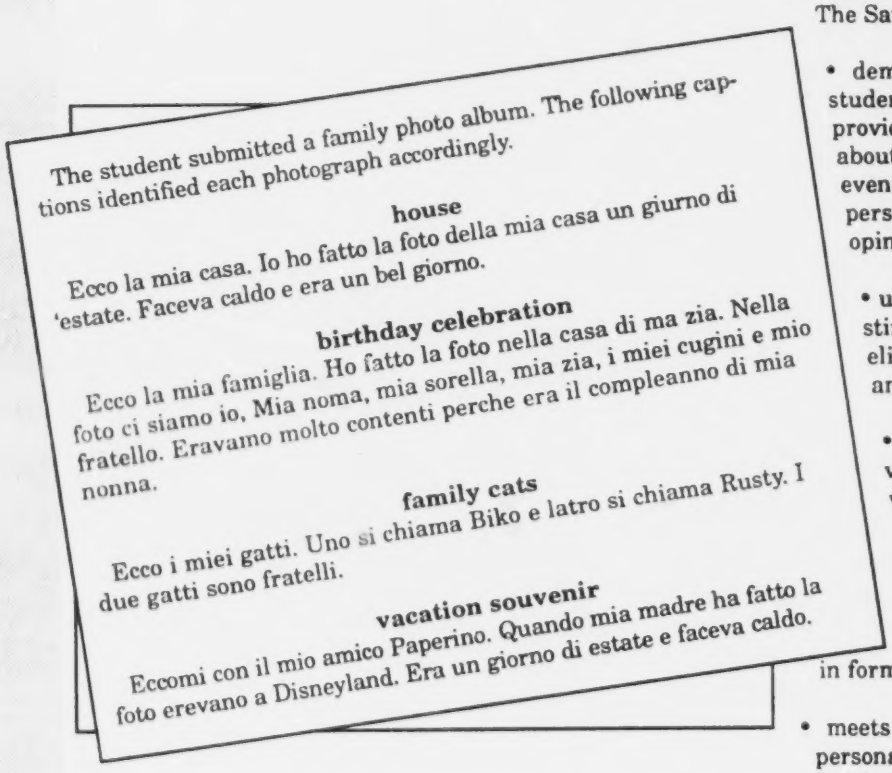
Performance Indicators

Students can:

. . . compose unified and organized texts on everyday topics

. . . handle most communicative situations with confidence, but may need help with complicated, unfamiliar topics

. . . understand the essential points of discussion or presentations on familiar topics in lengthy messages and presentations.



The student submitted a family photo album. The following captions identified each photograph accordingly.

house

Ecco la mia casa. Io ho fatto la foto della mia casa un giurno di 'estate. Faceva caldo e era un bel giorno.

birthday celebration

Ecco la mia famiglia. Ho fatto la foto nella casa di ma zia. Nella foto ci siamo io, Mia noma, mia sorella, mia zia, i miei cugini e mio fratello. Eravamo molto contenti perche era il compleanno di mia nonna.

family cats

Ecco i miei gatti. Uno si chiama Biko e latro si chiama Rusty. I due gatti sono fratelli.

vacation souvenir

Eccomi con il mio amico Paperino. Quando mia madre ha fatto la foto erevano a Disneyland. Era un giorno di estate e faceva caldo.

Commentary

The Sample:

- demonstrates the student's ability to provide information about people and events and to express personal feelings and opinions
- uses a visual stimulus (photo) to elicit a written and/or oral message
- shows a wide variety of vocabulary use
- demonstrates a high level of accuracy. (minimal errors in form - (e.g., "l'altro")
- meets the student's personal needs in communication, showing his ability to talk about a variety of topics related to himself and his family (e.g., personal photos).

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
√	Research Required

Checkpoint B: Latin

Student Work Sample

Translation of Ancient Inscriptions

Context

As part of an extended assignment involving chariot racing in ancient Rome, Latin 3 students were given authentic sepulchral inscriptions and directed to translate them. After reading a text in English about a chariot race in the Circus Maximus, they were directed to create an original inscription for a person mentioned in the text.

Performance Indicators

Students can:

. . . express in written English the meaning of simple composed Latin

. . . deduce meaning based on context

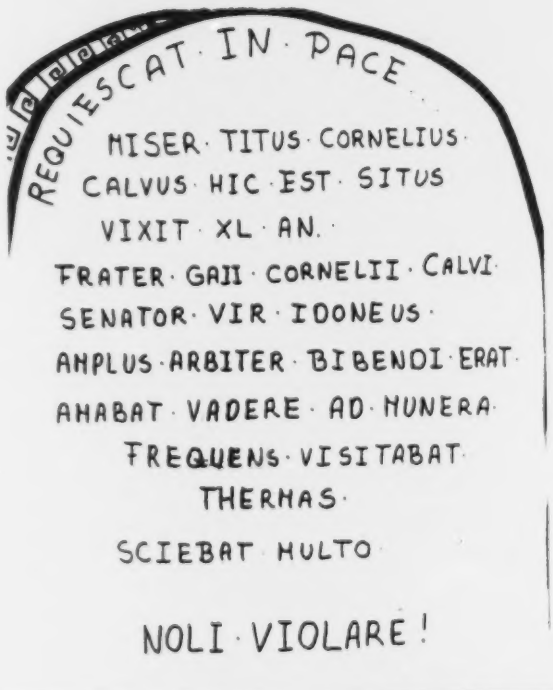
. . . read authentic texts and texts which have been adapted

. . . demonstrate knowledge of facts about Greco-Roman life.

Sepulchral Inscription

D.M. Epaphroditus agitator f(actioni) r(ussatae), vic(it) CLXXVIII, et ad purpureum iiber(atus) vic(it) VIII. Beia Felicula f(ecit) coniugi suo b(ene) merenti.

To the deified spirits (of) Epaphroditus for the Red stable; he won 178 (times), and after being manumitted to the Purples he won 8 (times). Beia Felicula made (this monument) for her deserving husband.



Commentary

The Sample:

- shows student's ability to deduce meaning from authentic texts
- is culturally accurate
- indicates ability to select and organize relevant information.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
√	Research Required

Checkpoint B: Spanish

Student Work Sample

Self-Portrait

Context

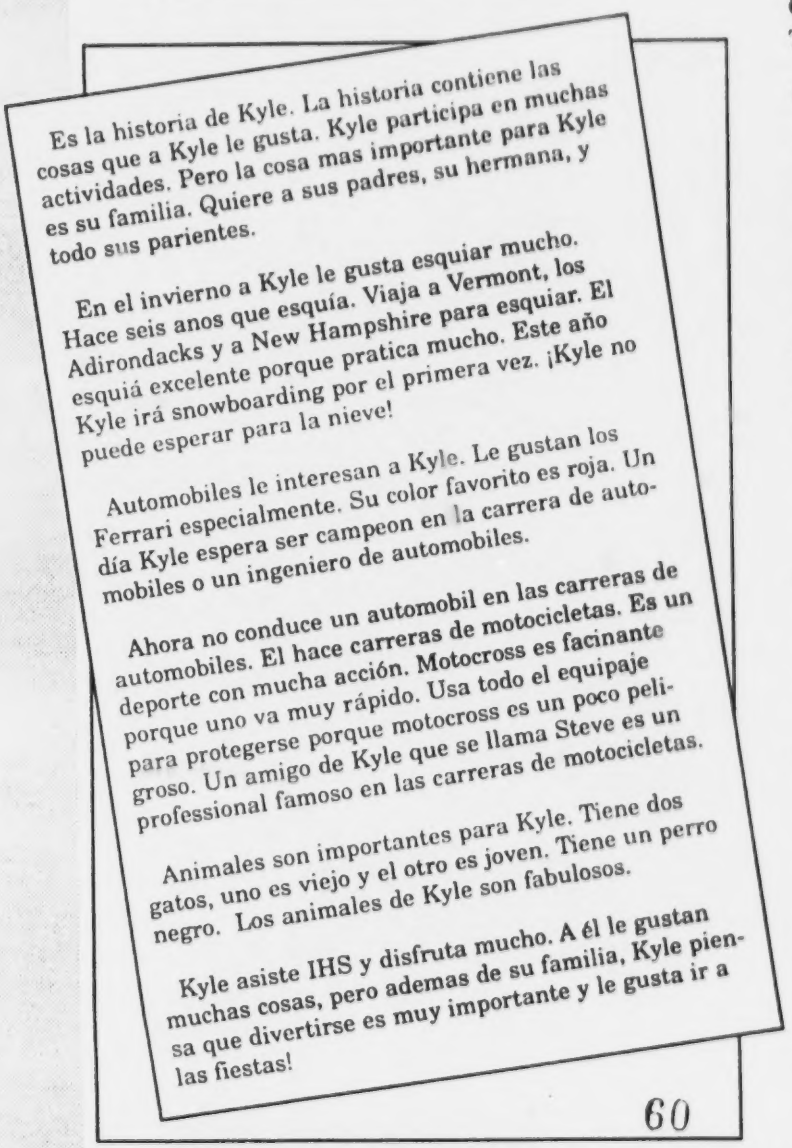
Third-year Spanish students were asked to draw a self-portrait and write an accompanying composition that included a physical description, a description of family life, and a description of interests and preferred leisure-time activities. The finished self-portraits were sent to a first-grade class of native speakers of Spanish as the first portion of an ongoing exchange.

Performance Indicators

Students can:

. . . write short reports

. . . write analyses of more complex content when given the opportunity for organization and advance preparation.



Es la historia de Kyle. La historia contiene las cosas que a Kyle le gusta. Kyle participa en muchas actividades. Pero la cosa mas importante para Kyle es su familia. Quiere a sus padres, su hermana, y todo sus parientes.

En el invierno a Kyle le gusta esquiar mucho. Hace seis anos que esquía. Viaja a Vermont, los Adirondacks y a New Hampshire para esquiar. El esquiá excelente porque pratica mucho. Este año Kyle irá snowboarding por el primera vez. ¡Kyle no puede esperar para la nieve!

Automobiles le interesan a Kyle. Le gustan los Ferrari especialmente. Su color favorito es roja. Un día Kyle espera ser campeon en la carrera de automobiles o un ingeniero de automobiles.

Ahora no conduce un automobil en las carreras de automobiles. El hace carreras de motocicletas. Es un deporte con mucha acción. Motocross es facinante porque uno va muy rápido. Usa todo el equipaje para protegerse porque motocross es un poco peligroso. Un amigo de Kyle que se llama Steve es un professional famoso en las carreras de motocicletas.

Animales son importantes para Kyle. Tiene dos gatos, uno es viejo y el otro es joven. Tiene un perro negro. Los animales de Kyle son fabulosos.

Kyle asiste IHS y disfruta mucho. A él le gustan muchas cosas, pero ademas de su familia, Kyle piensa que divertirse es muy importante y le gusta ir a las fiestas!

60

Commentary

The Sample:

- shows the student's ability to convey opinion on a variety of topics that are within areas of personal interest or experience, using learned and practiced vocabulary and complex sentences
- demonstrates that the student can write independently on familiar topics dealing with issues related to everyday life at home and in the community
- shows that the student can write in Spanish that will be comprehensible to native speakers of the language
- employs simple and complex sentences to communicate through a full range of time frames (e.g., present and future tenses)
- demonstrates a high level of accuracy in form and structure
- includes well-organized ideas and supporting details.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
√	First Draft
√	Revised Draft
√	Teacher-generated Topic
	Student Choice
	Embedded in Class Work
√	Research Required

Checkpoint B: Spanish

Context

Student Work Sample

Original Masterpiece

After writing a diamond poem using nature vocabulary, students were asked to create their own work of art representing this poem. They then had to write a critique in Spanish explaining their work and its elements.

Performance Indicators

Students can:

. . . write short reports

. . . write brief analyses of more complex content when given opportunity for organization and advance preparation

. . . produce written narratives about art from various cultures of the target language.

Mi obra de arte se llama *La Destrucción de la Selva*. Es una obra en acuarela. Es un tablado Es impressionista, porque representa mi sueño.

En la pintura hay un tigre, dos árboles, un pájaro, tres personas que están matando los animales, y los árbols. También, hay una serpiente. Alrededor del papel, hay una linea negro. Encima y a la izquierda de la pintura hay hojas de palmera. Encima de la pintura, hay marcas rojas, representan la sangre.

Al centro de la izquierda, hay un tronco de palma. Encima de las marcas rojas, hay otra palma. Hay una cabeza y brazo de un hombre. El está matando la palma. El lleva un sombrero amarillo. El cabeza es azul y el brazo es anaranjado. En su mano, hay un cuchillo, el cuchillo es rojo con sangre.

Hay otro tronco al lado de la primer tronco, al lado del tronco, hay un pajaro de todos colores. En el primer tronco, hay un cuchillo marrón y la fila es roja con sangre. Al lado del pájaro, hay un tigre anaranjado y negro. La tigre tiene un pierno en su espalda. Hay mas marcos de sangre encima y baja de la tigre, y encima de todo, hay una serpiente verde y amarillo. Al lado de la serpiente, y al bajo del tronco segundo, hay mas personas, como el primer persona.

Los animales y las palmos representan la selva, y los personas representan los obreros que destruyen la selva.

Commentary

The Sample:

- shows excellent use of grammatical structure for level of student
- demonstrates good organization and adequate supporting details
- shows the student's clear understanding of a style of art (e.g., Impressionist painting)
- uses a wide variety of vocabulary (e.g., nature words)
- reflects the connection between art and universal themes (e.g., destruction of nature)
- includes a high level of accuracy; errors do not impede comprehensibility of the text (e.g., "una linea negro," "de la primer tronco," "el primer persona")
- uses simple language to express complex ideas (e.g., present tense, colors, etc.).

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
√	**First Draft**
√	**Revised Draft**
√	**Teacher-generated Topic**
√	**Student Choice**
	Embedded in Class Work
√	**Research Required**

Checkpoint B: Spanish

Student Work Sample

Postcard

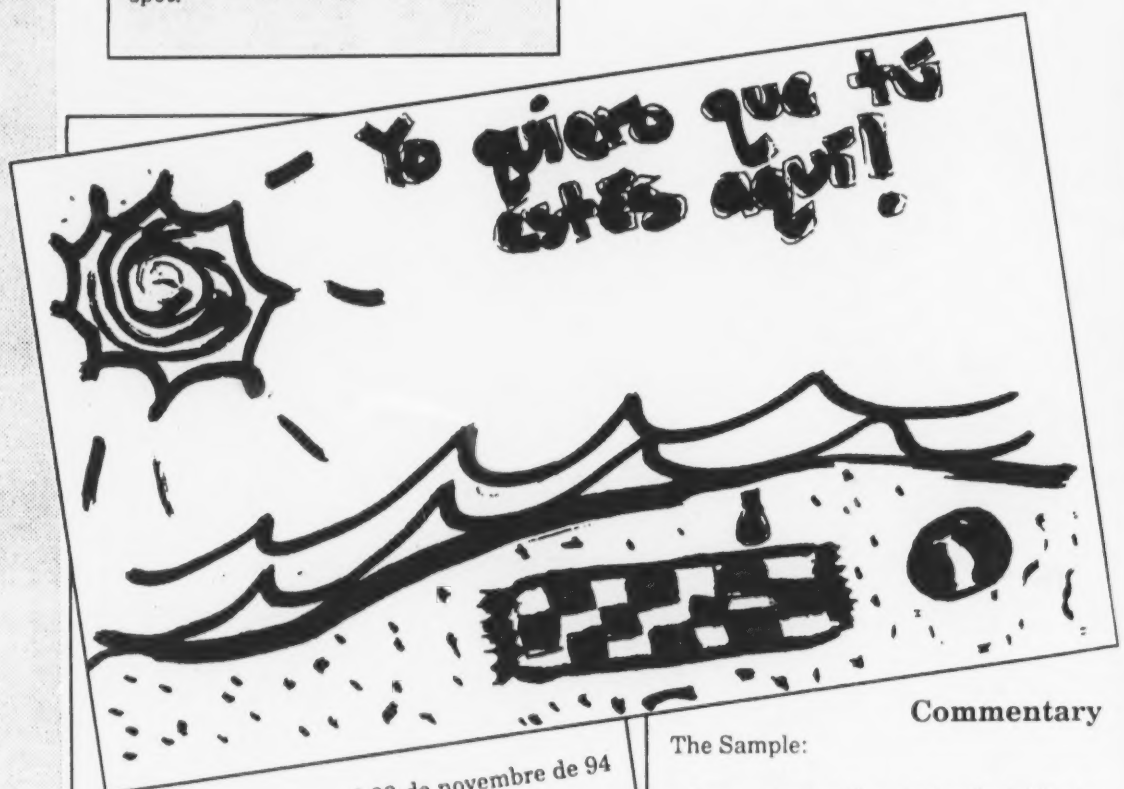
Context

The students were asked to write a postcard in Spanish. On one side, they had to include the date, greeting, message, closing, signature, addressee, street, city, and country. On the other side, they had to draw a picture of a vacation spot.

Performance Indicators

Students can:

. . .write uncomplicated personal letters.



el 23 de noviembre de 94

Querido Juan,

¡Hola! ¿Como estás? Yo estoy muy bien. Yo estoy en España. Yo fui a la playa; es muy bonita. Mi familia y yo fuimos a Portugal. ¡Portugal es increíble y grande! Las personas son muy agradables. Yo quiero que tu estés aquí. Es divertido.

Adiós,
Tiffany

Commentary

The Sample:

- demonstrates the student's ability to convey a message using familiar words and learned expressions (e.g., writing about a vacation)
- uses simple sentences limited to the present tense to perform writing functions
- uses basic letter-writing techniques correctly (e.g., date, salutation)
- establishes a friendly, informal tone which is appropriate to this task (e.g., postcard to a friend).

Circumstances of Performance:

	Timed Assignment
√	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
	Embedded in Class Work
	Research Required

Checkpoint B: Spanish

Student Work Sample

Short Story

Context

Upon completing a unit on the formation and uses of the preterite and imperfect tenses. Spanish 2 students were asked to write an original short story about the physical environment.

Performance Indicators

Students can:

. . . write short narratives in the target language. Errors may occur more frequently when the content is complex.

Los Payasos

Era mil novecientos setenta y ocho. El desfile fue al centro. Los acróbatas saltaron en la calle. Los payasos parecían muy raros. Los tigres y los léones seguían sus entenadores. Los niños corrían junto al desfile. Hacía mucho sol, pero no hacía mucho calor. Había pocas nubes en el cielo. La gente hablaba rápidamente. Los payosos conducían un coche con arcos de iris. Un payaso llevaba un vestido negro y anda-ba en la frente. Cuando el desfile llegó al circo, el payaso negro empujó un botón en el coche. El coche se rompió y una bomba-reloj apareció. Todas las personas gritaron y saltaron de las sillas. Los payasos se quitaron las máscaras. ¡Ellos eran monstros de Mars! ¡Já já já já já! Ellos tenían rádios en la cabeza. Tenían tres ojos y cuatro bocas. El bomba-reloj era de Mars, también. El circo explotó y todas las personas murieron. Los payasos corrieron por las lomas. Los payasos ya viven hoy. Ellos comen a los ninos de la tierra. Los circos son un infierno vivo.

Commentary

The Sample:

- shows the student's ability to write independently on familiar topics (e.g., environment)
- demonstrates the student's ability to express himself using learned and practiced vocabulary, complex sentence structures, and past tenses (e.g., preterite and imperfect tenses)
- uses a wide variety of familiar words and structures
- shows a high level of accuracy (e.g., very few grammatical or spelling errors)
- includes adequate description and is well organized.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint B: Spanish

Student Work Sample

Invent an Animal

Context

The students in this tenth-grade Spanish class were asked to invent an animal. Then they had to illustrate this new animal and prepare a detailed written description in Spanish.

Performance Indicators

Students can:

. . . write a short report in the target language.

LA TURTUGA - CONEJITO
Yo Como insectos pequeños y hierba. Soy de una isla pequeña cerca de Sud America No sé de donde soy porque cuando nací, mi familia ya ha estado en la isla por muchos años. La isla es pequeña pero es muy bella. Hay muchas plantas, arboles, e insectos. El Clima es trópical (Hace mucho calor). Me gustan el océano, el sol, y me gusta dormir en el sol. También, me gustan comer y saltar con mis pies grandes.

Commentary

The Sample:

- demonstrates the student's ability to write independently on a creative topic (e.g., invent an animal)
- uses a wide variety of vocabulary and structures
- shows a high level of accuracy in form and spelling
- shows the student's ability to provide information on a topic (e.g., complete description of an animal)
- is well organized with sufficient supporting details
- includes visual representation to aid comprehension (e.g., drawing of the animal).

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint B: Spanish

Student Work Sample

An Original Fable

Context

As part of a unit on fables, students in a Spanish 3 class were assigned the writing of an original fable. Rough drafts were to be shared with at least three other students.

Performance Indicators

Students can:

. . . produce written narratives.

Erase una vez había una manzanita que se llamó Marty. El era un manzana muy amable quien siempre quería resolver los problemas.

Un día en la primavera, Marty Manzana andó a la calle. Había un signo que declaró, "El Concurso de la Fruta." A Marty Manzana le interesaba, y por eso decidió ir a la competición.

El Concurso de la Fruta tuvo lugar en un gran tabalado. Todas las frutas fueron a la frente de tabalado y dijeron porque fueron la mejor fruta.

Betty Banana dijo, "Soy la mejor fruta porque soy larga y amarilla."

Marty Manzana se dijo, soy la mejor fruta porque soy redondo y suave.

Marty Manzana se dijo: "Es bueno ser largo. Es bueno ser amarillo. Tal vez ella es la fruta mejor."

Normy Naranja dijo, "Es bueno ser redondo. Es bueno ser suave. Tal vez él es la fruta mejor."

Patty Pina dijo, "Soy la mejor fruta porque soy espinosa y dulce."

Maryt Manzana se dijo, "Es bueno ser espinoso. Es bueno ser dulce. Tal vez ella es la fruta mejor."

Freddy Fresa dijo, "Soy la mejor fruta porque soy pequeño y rojo."

Marty Manzana se dijo, "Es bueno ser pequeño. Es bueno ser rojo. Tal vez él es la fruta mejor."

Los jueces empezaron a decidir, pero entonces Betty Banana grito, "No escoja la fresa! Las fresas son débiles y feas!"

Freddy Fresa se enojo. "Cállate! Detesto a las bananas. Todas las bananas son estúpidas!"

Today las frutas empezaron a luchar. Empezaron a dar palmadas y empujar y dar puñadas. Entonces habia mucho jugo de las frutas en el tabalodo.

Commentary

The Sample:

- shows the student's ability to write independently on a creative topic (e.g., creating a fable)
- demonstrates an excellent use of grammatical structures (e.g., correct use of preterite and imperfect tenses)
- uses a wide variety of vocabulary
- reflects a clear understanding of the genre (e.g., the fable)
- includes an original illustration to highlight the content of the fable
- shows that the student can completely express her ideas using learned and practiced vocabulary.

Marty Manzana corrió al tabalado para poner fin a la lucha, pero se deslizó y cayó en la tabalado en un charco de jugo. A ese tiempo, Marty hizo su descubrimiento. Él gritó, "Silencio, por favor!"

Betty Banana no habló.

Normy Naranja no habló.

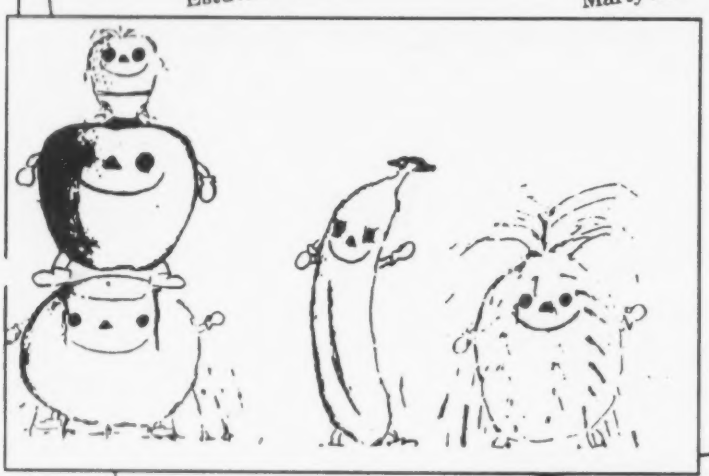
Patty Piña no habló.

Freddy Fresa no habló.

Nadie habló, y todas miraron a Marty. Él llenó una copa con el jugo en el charco. Marty la pasó a todas las frutas y dijó, "¡Pruébenla Uds.! ¡Es sabrosa!"

Estuvieron de acuerdo. "¿Que es esto?" preguntó Normy Naranja.

Marty Manzana dijó con una sonrisa, "No es solo el jugo de la piña. Es el jugo de todas las frutas, y eso es porque es tan sabroso!"



Un juez confuse preguntó, "Entonces. ¿cuál fruta es la mejor?"

Marty Manzana dijo, "No fruta es la mejor. Cada uno es importante, y nos gustan todos."

Los jueces decidieron tener una fiesta en lugar del concurso. Todos bailaron y cantaron y bebieron el jugo de todas las frutas, y todos vivieron felizmente para siempre.

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
	First Draft
√	**Revised Draft**
√	**Teacher-generated Topic**
√	**Student Choice**
√	**Embedded in Class Work**
	Research Required

Checkpoint C: French

Student Work Sample

Student Newspaper

Context

This student-created newspaper in French was prepared by a fifth-year French class as a class project at the conclusion of a unit on French newspapers. Each student in the class was directed to write an article and input it onto a computer file in the school's computer lab. One student assembled all the articles on the computer. The finished newspaper was distributed to other French classes in the school.

Performance Indicators

Students can:

. . . write multiparagraphed essays and creative texts in which their thoughts are unified and presented in an organized fashion

. . . communicate through the full range of time frames

. . . use culturally appropriate learned vocabulary and structures associated with a broad range of topics

. . . use the dictionary and other resources efficiently when selecting words and phrases.

Le Mot Français

Sommaire

Les actualités
Les opinions
Les sports
Les bals de Columbia
Les horoscopes
Le courrier du cœur
A la télé
Les annonces classifiées
Les films
La météo
Les mots croisés

Commentary

The Sample:

- shows the students' ability to write about a broad range of topics (e.g., "The Year in Review," "Winter Sports")
- demonstrates the students' abilities to express complex ideas using simpler forms of language
- reflects students' ability to work with others to resolve problems and to work independently or in groups to produce a final product in the target language (e.g., complete newspaper)
- shows the students' use of the dictionary and other resources to access new words and phrases to express their ideas
- demonstrates the students' ability to draw upon previously acquired linguistic and subject-specific knowledge in forming message content
- reflects the students' familiarity with traditions of the culture in which the target language is spoken (e.g., French style of newspaper)
- exhibits high level of accuracy in spelling and structure
- provides examples of student originality and creativity (through the choice of articles and content in the newspaper)
- combines formal and colloquial language, depending on the nature of the article.

BEST COPY AVAILABLE

Le Mot Français

Le journal du monde français à Columbia High School Janvier-Février 1995

Les Actualités

1994: L'année en revue

1994 sera rappelé comme «l'année de faire des quatre-cent coups.» Presquetout est en tumulte: la guerre dans la Bosnie, la paix dans l'Israel, la confusion dans le Rwanda. Une chose est la même: tout se change.

La Corée du Nord a résisté l'inspection de ses matériaux atomiques pour la plupart de l'année. Les EtatsUnis. une nation qui dit que «le foot est pour les faiblards,» a fait hotelier à la Coupe du Monde. Le Singapour a donr.é un coup de canne au Michael Fay avec beaucoup de bruit. Ollie North a essayé de gagner le poste de sénateur. OJ Simpson était accusé de tuer sa femme passé Nicole et l'arni de Nicole. La Californie, consideré un état libéral, a passé un loi pour la restriction des étrangères illégales. L'Arrnée des Républicains Irlandais a cessé du combat. Les haitiens a quitté leur pays en mille. Président Clinton était attaqué par des investigateurs du Compagne Whitewater, deux cannoniers, un pilote, Paula Jones, Jesse Helms, Newt Gingrich, les opposants de la réforme de l'industrie de santé, et (dans les élections) les votants; Nancy Kerrigan était attaqué par du copain de Tonya Harding; deux filles enceintes et un médecin était attaqué par des opposants d'avortement. George Foreman a gagné à l'age 44; les Buffalo Bills a perdu numéro 4. Il y avait des grèves du baseball et du hockey. Le science a découvert la dernière «quark». Une femme a gagné presque $3,000,000 de McDonald's parce qu'elle s'est répandu du café trop chaud. Beaucoup de personnes ont célèbre le Woodstock n trois mois après Kun Cobain s'est suicidé. Jimmy Carter a remplacé Richard Nixon, qui est mort, comme homme d'état.

Et une chose est certaine: tout se change.

Janvier-Février 1995 Le Mot Français Page 2

C'est l'hiver: Jouer aux sports!

Les sports d'hiver à Columbia ont commencé, et les équipes jouent très bien. Deux sports d'hiver sont le basketball et l'athletisme, et les équipes des filles et des garçons ont eu du succès jusqu'ici. L'équlpe de basket de garçons a un record de 10 et 2. Ils ont gagné contre "la meilleure" equipe, Niskayuna, le 6 janvier. Les filles ont un bonne équipe, aussi! Elles ont voyagé à Pennsylvania pour un tournoi, et elles ont joué bien. Leur record est 4 et 4.

L'equipe de courir a beaucoup de filles avec du talent. Les garçons courent aussi aux matches de l'athletisme, et ils font assez bien. Les -llles ont voyagé à l'Universités de Dartmouth et Yale pour les grandes matches. Elles vont courir a Westpomt aussi, et la plupart des matches sont à Hudson Valley etRPI. Quelques filles espèrent courir au championnat d'état en mars.

Les équipes de basket et de courir à Columbia ont beaucoup de talent et ils espèrent réussir cette saison. Bonne Chance!

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint C: French

Student Work Sample

A Planet for *Le Petit Prince*

Context

After reading St. Exupery's classic, *Le Petit Prince*, French 4 students were asked to create a new planet for the little prince to visit. They were required to write a description in French of the planet and its inhabitants and then illustrate it. In order to demonstrate their comprehension of *Le Petit Prince*, they were to indicate if the little prince would have stayed on this new planet.

Performance Indicators

Students can:

. . . comprehend the content of most nontechnical prose and expository texts written for native speakers

. . . draw on a broad range of learned vocabulary, idioms, and structures that include simple and complex sentence structures as a result of independent reading outside the classroom

. . . write creative texts in which their thoughts are unified and presented in an organized fashion

. . . use culturally appropriate learned vocabulary and structures

. . . use the dictionary and other resources efficiently when seeking words and phrases.

LE HYPOCONDRIAQUE

Il est maigre et grand avec un teint pâle. Le Hypocondriaque n'a pas de cheveux. Cet homme porte un foulard, des gants, et un long manteau. Il porte un expression de souci sur le visage. Le Hypocondriaque a une voix faible. Il a aussi des rides. Cet homme porte un masque sur la bouche.

Sur la planète du Hypocondriaque, il y a des pilules et des désinfectants pour empêcher les maladies. L'homme possède un respirateur et une machine d'humidité. Cette planète est très propre parce qu'il se lève tôt chaque matin pour faire le nettoyage. Il arrache toutes les fleurs et les plantes car il a peur du pollen.Cet homrne déteste les insectes.Il se lave tous les jours les mains au lavabo avec le savon après les rêpas de bonne santé.

Le petit prince ne resterait pas sur la planète du Hypoconria. Cet homme s'inquiète trop lu'il mourra. Il n'estime pas la vie!

74

Commentary

The Sample:

- includes a visual representation to enhance comprehension (e.g., drawing of the planet)
- shows understanding ofthe style and intent of the book's author by simulating his style
- uses dictionaries and other resources to expand previously learned vocabulary
- shows how the student responds imaginatively to an authentic text (e.g., creating the hypochondriac)
- demonstrates th ability to write in French with a high degree of accuracy ir spelling and structure (e.g., mistake - "sur le visage").

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
√	First Draft
√	Revised Draft
√	Teacher-generated Topic
	Student Choice
	Embedded in Class Work
√	Research Required

Checkpoint C: French

Student Work Sample

Impressionist Painting

Context

The students in a French 4 class were asked to choose a postcard of an Impressionist painting. Looking at this postcard, the students had to imagine a story that inspired the painter to create this masterpiece. After the writing assignments were corrected for form, the students typed them on the computer, printed them, and attached them below the postcard.

Performance Indicators

Students can:

. . . write multiparagraphed creative texts in which their thoughts are unified and presented in an organized fashion

. . . use culturally appropriate learned vocabulary and structures

. . . communicate through the full range of time frames.

Elise est née à la campagne. Quand elle était jeune, elle adorait courir dans les champs de blé. Elle adorait les oiseaux, les fleurs et les arbres. Elise était fille unique, avec un grand frère. Malheureusement, il travaillait toujours à la ferme de ses parents, et il ne faisait pas attention à Elise.

Une belle journée, Elise jouait dehors quand elle a vu un garçon sous un arbre. Il avait les cheveux noirs et les yeux bruns, et il tenait un chat. Christopher, le garçon, a aperçu Elise et il lui a montré son chat. Elise a souri; elle a regarde le chat, et elle a regardé Christophe. Ils ont ri. A partir de ce moment, les deux étaient des amis.

Christophe a donné souvent des cadeaux à Elise, par exemple une fleur, ou une pomme ou un papillon. Christophe a épargné son argent et un jour, il est allé en ville avec son père. Quand il est retourné, il avait un bel éventail pour Elise. Elle a embrassé Christophe, car elle était heureuse d'avoir un ami comme Christophe!

Quan d Elise avait seize ans, son père est mort dans un accident. Sa famille avait besoin de vivre en ville. Pauvres Elise et Christophe n'aurait pas pu se voir encore! Ils se sont embrassés et ils ont promis de s'écrire.

Elise lui manquait beaucoup Christophe, qui était devenu ariste. Il a décidé de peindre un tableau d'elle. Il espérait qú Elise pensait à lui. Il l'a vu avec l'éventail, un souvenir de Christophe et de la belle campagne.

76

Commentary

The Sample:

- deals independently with a topic that extends beyond the student's daily life
- reflects a topic of interest to members of the target culture (a famous painting)
- expresses complex ideas, using simpler forms of language
- shows skillful command of written language (e.g., correct use of the passé composé and the imparfait
- demonstrates the student's imaginative response to a stimulus (postcard)
- shows how a visual can stimulate independent thought
- engages the reader through effective storytelling techniques
- reflects the student's ability to use dictionaries or other resources to find necessary vocabulary not previously learned (e.g., "éventail" = fan)
- makes connections with art and relevant personal themes.

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
	First Draft
√	**Revised Draft**
√	**Teacher-generated Topic**
√	**Student Choice**
	Embedded in Class Work
	Research Required

Checkpoint C: French

Student Work Sample

Summer Vacation Story

Context

The students were asked to write a story of approximately 250 words in French. Using the past tense, they were to describe an adventure that they had experienced during their summer vacation. In this story, they had to create a twist and end in a grossly exaggerated, sentimental, comical, dramatic, or absurd way. In addition, the students, had to design a colorful poster to highlight this written account.

Performance Indicators

Students can:

. . . write multiparagraphed, creative texts in which their thoughts are unified and presented in an organized fashion

. . . use culturally appropriate learned vocabulary and structures

. . . communicate through a full range of time frames.

Mes Vacances

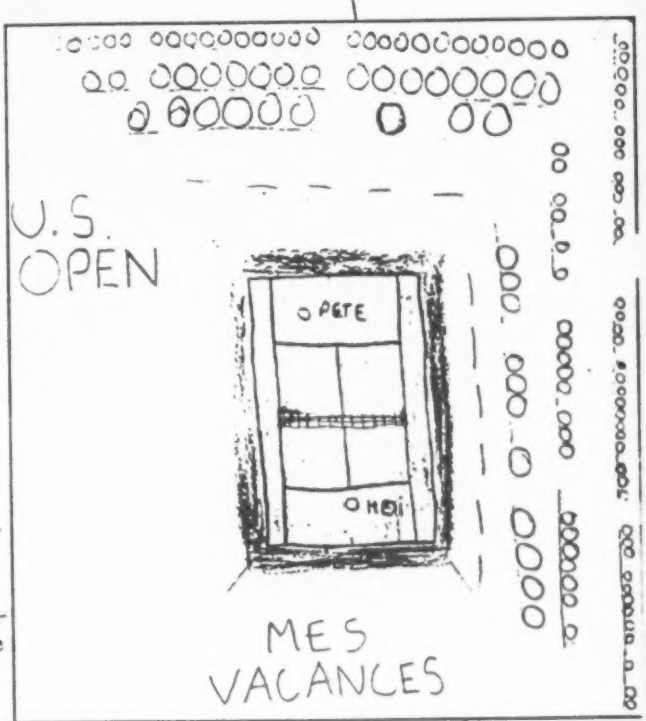
Cet été je suis allé à New York pour visiter mes grandparents et regarder le champion de tennis des Etats-Unis. Ma famille a conduit chez mes grandparents à Purchase. Leur maison était très grande et belle. J'ai bien dormi cette nuit.

Le lendemain nous sommes allés au tournoi à onze heures du matin. Le tournoi se trouvait à Queens. Après qu' on a stationné la voiture, mon grandpère a vendu un billet supplémentaire pour cinquante dollars. Le billet coûtait juste trente-trois dollars.

Finalement, nous sommes entrés au grand stade comme trente mille d'autres gens. J'étais prêt à voir du tennis formidable. Boris Becker était le premier joueur que j'ai vu. Il est venu d'Allemagne et il a gagné assez rapidement. Ensuite, j'ai vu André Agassi, le meilleur joueur du monde. Il était incroyable.

Puis nous avons déjeuné. Au tournoi la nourriture était très bonne, mais c'était très chère aussi. Un sandwich coûtait six dollars. Il y avait beaucoup de gens, beaucoup de gens, et c'était difficile de trouver une table. J'ai laissé-tomber mon sandwich. Heureusement, la viande restait.

Après le déjeuner nous sommes allés regarder Pete Sampras. Il était mon joueur préféré. Il jouait avec un joueur d'Australie. Brusquement, Sampras s'est arrêté de jouer. Il a vu les gens au stade et ensuite il m'a regardé. Il a dit, "descendez". Il m'a parlé. Je ne peuvais pas le croire. Je suis descendu et Sampras m'a donné une racquette. J'ai marché sur le court. Sampras m'a frappé la balle et je la lui ai retourné. Il a gagné, mais je me suis amusé. C'était un bon voyage.



BEST COPY AVAILABLE

Commentary

The Sample:

- demonstrates the student's ability to provide information about a specific event
- expresses the student's personal feelings about the event
- shows how the student writes independently about a topic of interest (e.g., summer vacation)
- demonstrates the student's ability to express complex ideas, using simpler forms of language
- shows how the student responds imaginatively to a given topic (e.g., playing tennis with Pete Sampras)
- demonstrates skillful use of the written past tense (passé composé and imparfait)
- engages the reader through effective storytelling techniques
- demonstrates a high level of accuracy in structure and spelling (spelling mistake - "peuvais").

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
	First Draft
√	**Revised Draft**
√	**Teacher-generated Topic**
√	**Student Choice**
	Embedded in Class Work
	Research Required

Student Work Sample

French vs American Game Shows

Context

Outside of class, advanced French students were asked to watch videotapes of at least two different French television game shows. Afterwards, these students had to discuss their reactions with another student and then write a 150-word composition in French summarizing their observations and conversations.

Performance Indicators

Students can:

. . . demonstrate broader and more comprehensive knowledge of the cultural traits of societies that speak that language

. . . understand standard speech delivered in most authentic settings

. . . understand the main ideas and significant relevant details of feature programs on television

. . . converse with confidence and engage in extended discussion on a broad range of topics that extend beyond the students' daily lives at home, in school, and in the community to include ideas and opinions that are of general interest to members of the target cultures

. . . write essays in which their thoughts are unified and presented in an organized fashion.

Il y a beaucoup de différences entre les jeux américains et les jeux français. Naturellement, il y a des différences du moyen que les gens jouent les jeux. Mais aussi, il y des différences de l'attitude des joueurs, la réaction des spectateurs, et le but du jeu. Ces différences nous donnent la perspective de deux cultures.

En général, les jeux français sont plus calmes que les jeux américains. Les jeux américains sont animés. Particulièrement, les spectateurs français sont plus modestes que les spectateurs américains. Les Français ne font pas beaucoup é bruit pendant le jeu.

Aussi, les jeux français sont plus lents que les jeux américains. C'est à cause de la difficulté des questions françaises. D'habitude leur questions sont plus difficiles et elles exigent plus de pensée. Le but du jeu français est éducatif et le but du jeu américain est de fournir l'amusement.

Les jeux nous disent que la culture française a plus de patience que la culture américaine. Aussi, les Américains veulent la satification immédiate. Nouns nous occupons d'amusement plutôt que l'éducation. Vraiment, les jeux sont une réflexion de la culture.

Commentary

The Sample:

- draws comparisions with the student's own culture and another society (e.g., American vs French TV shows)
- demonstrates the ability to write in the target language to articulate similarities and differences in cultural behaviors
- presents evidence of effective group discussion to accomplish a purpose (e.g., compare observations)
- reveals the student's ability to express an opinion and provide support through examples (e.g., how game shows are different)
- shows a high level of accuracy in structure and spelling
- uses simple language to express complex ideas since the ability to comprehend language usually surpasses the ability to produce it.

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
√	Research Required

Checkpoint C: Italian

Student Work Sample

Analysis of Masterpiece

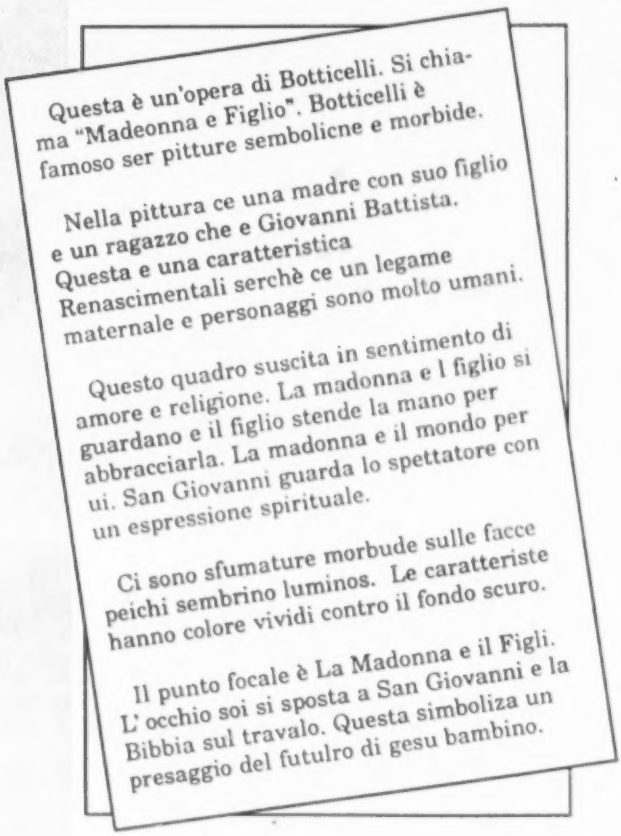
Context

Students were instructed to prepare a written report about an Italian Renaissance painting and then present the report to the class. The classmates prepared a series of questions to ask each student as the presentation was made.

Performance Indicators

Students can:

. . . understand messages on a wide range of topics associated with everyday life and society in general, and on contemporary and historical themes and issues that are of global and cultural concern



Questa è un'opera di Botticelli. Si chiama "Madeonna e Figlio". Botticelli è famoso ser pitture sembolicne e morbide.

Nella pittura ce una madre con suo figlio e un ragazzo che e Giovanni Battista. Questa e una caratteristica Renascimentali serchè ce un legame maternale e personaggi sono molto umani.

Questo quadro suscita in sentimento di amore e religione. La madonna e l figlio si guardano e il figlio stende la mano per abbracciarla. La madonna e il mondo per ui. San Giovanni guarda lo spettatore con un espressione spirituale.

Ci sono sfumature morbude sulle facce peichi sembrino luminos. Le caratteriste hanno colore vividi contro il fondo scuro.

Il punto focale è La Madonna e il Figli. L' occhio soi si sposta a San Giovanni e la Bibbia sul travalo. Questa simboliza un presaggio del futulro di gesu bambino.

. . . converse with confidence and engage in extended discussions with native speakers on a broad range of topics that extend beyond the students' daily lives at home, in school, and in the community to include issues, ideas, and opinions that are of general interest to members of the target cultures

. . . use culturally appropriate vocabulary, expressions, gestures, and verbal and nonverbal cues associated with the suggested range of topics

. . . understand standard speech delivered in most authentic settings

. . . understand the main ideas and significant relevant details of extended presentations.

Commentary

The Sample:

- demonstrates the student's understanding of the content, message and style of a Renaissance painting
- reflects the student's ability to work independently to produce a quality project
- shows the student's ability to work jointly to accomplish a task (analyze a masterpiece)
- deals with topic of interest to a native speaker (Renaissance painting)
- shows the student's ability to deal with a topic that extends beyond their daily lives
- shows good use of structure and vocabulary with minimal errors in form
- uses simple sentences to communicate more complex ideas
- demonstrates the student's understanding of the main ideas and significant details of material presented orally in the target language (e.g., listening to the oral report, listening to the answers)
- shows the student's ability to initiate face-to-face conversation in the target language with their peers (e.g., giving the oral report, asking questions to the speakers, responding to the questions).

BEST COPY AVAILABLE

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
√	Student Choice
√	Embedded in Class Work
	Research Required

Checkpoint C: Latin

Student Work Sample

Aeneid Translation

Context

The students were asked to translate literally two lines from the *Aeneid*. The students then had to identify the person from the story who made the statement. Thirdly, the students were asked to identify the poetic meter and to describe how it looks when scanned.

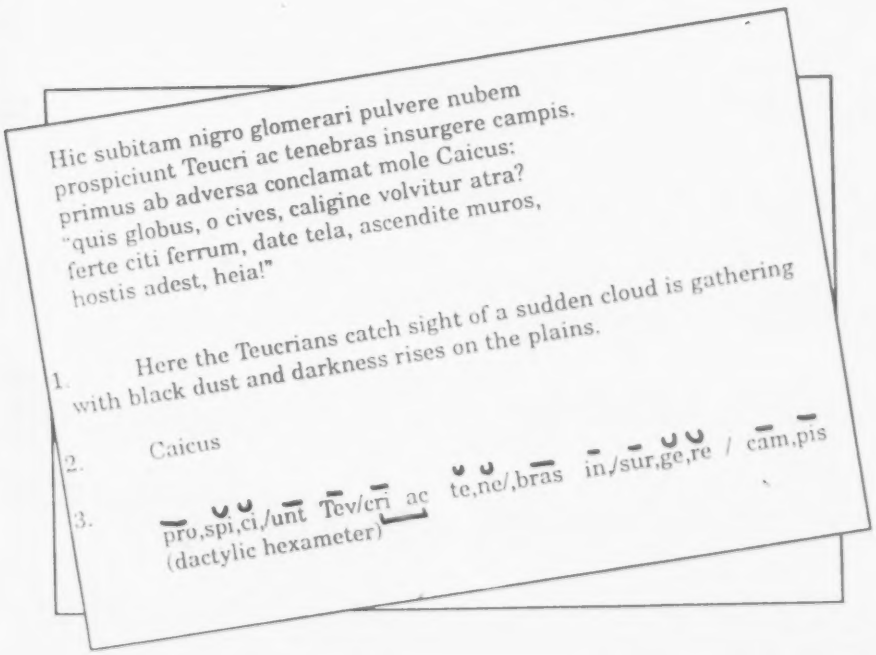
Performance Indicators

Students can:

. . . read and understand a selected author of poetry

. . . express in English the general/specific meaning of a Latin passage of poetry

. . . demonstrate an expanding knowledge of Latin vocabulary and language structures.



Hic subitam nigro glomerari pulvere nubem
prospiciunt Teucri ac tenebras insurgere campis.
primus ab adversa conclamat mole Caicus:
"quis globus, o cives, caligine volvitur atra?
ferte citi ferrum, date tela, ascendite muros,
hostis adest, heia!"

1. Here the Teucrians catch sight of a sudden cloud is gathering with black dust and darkness rises on the plains.

2. Caicus

3. pro,spi,ci,/unt Tev/cri ac te,ne/,bras in,/sur,ge,re / cam,pis
(dactylic hexameter)

Commentary

The Sample:

- expresses in English the general/specific meaning of a passage of Latin poetry
- shows evidence that the student can derive meaning through an analysis of Latin grammar
- demonstrates an ability to recognize authentic style
- provides evidence that meaning in English is enhanced through an increased knowledge of word-building skills
- displays mastery of both the events of the story and poetic meter.

BEST COPY AVAILABLE

Circumstances of Performance:

√	Timed Assignment
	Extended Project
√	First Draft
	Revised Draft
√	Teacher-generated Topic
	Student Choice
	Embedded in Class Work
	Research Required

Checkpoint C: Spanish

Student Work Sample

Mexican Artist Kahlo

Context

After viewing a video about the life and work of Mexican painter Frida Kahlo, students in a level 4 Spanish class were asked to write a composition of 200-250 words recounting the major events in her life that influenced her paintings. They also were asked to analyze the painting *Las Dos Fridas*.

Performance Indicators

Students can:

. . . write multiparagraphed essays in which their thoughts are unified and presented in an organized fashion

. . . use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences that enable the students to communicate through the full range of time frames.

Frida Kahlo su vida y su arte

Frida Kahlo es una pintora mexicana muy famosa. Para comprender los cuadros de ella y en este caso el cuadro "Las Dos Fridas" es necesario saber un poco de su vida para comprender mejor la pintura. Frida nació en 1910 en Coyacán. Vivía con sus padres Maltilda Calderon, su padre Wilfredo Kahlo, un fotógrafo y su hermana Cristina. Parece que no se entendía bien con su madre pero adoraba a su padre quien la introdujo al arte.

Cuando tenia 18 años estaba en un accidente muy grave. El autobús en que viajaba chocó con un tranvía. Ella se rompió su columna vertebral y pelvis. A causa de este accidente teniá que tener muchas operaciones de espalda. No debía tener niños.

En 1929 se casó con Diego Rivera, pintor famoso de los murales. Aunque no debía tener ninos, traté y cada vez resultó en un aborto o un aborto medical. Puesto que no podía tener ninos, dio su amor a los niños de su hermana o a los animales o plantas que cuidada. Después de cinco o seis años su matrimonio con Diego no andaba bien y finalmente en 1939 se divorciaron.

En este mismo año Frida pintó "Las dos Fridas." Este cuadro expresa visualmente como sentía después de su divorcio.

La Frida a la derecha lleva un vestido tradicional de Mexico, el tipo de vestido que llevaba para expresar su orgullo en su nacionalidad pero también para expresar su unión con Diego. La Frida a la derecha lleva un vestido blanco con encaje, estilo victoriano o

Commentary

The Sample:

- shows the student's ability to write independently on a topic of interest to members of the target culture (e.g., the life and works of Frida Kahlo)
- illustrates the use of simple language to express complex ideas
- is a product that would elicit full consideration by native speakers (e.g., Mexican art)
- includes a broad range of vocabulary showing effective use of the dictionary and other resources
- shows excellent use of grammatical structure for the student's level (present and imperfect tenses)
- is well organized and contains ideas adequately supported by detail
- demonstrates outstanding understanding of the artist and her painting
- contains minimal errors in form due to the complex theme (e.g., art theme)
- shows that the student can recognize traditions of another society that influence behavior (e.g., artist's life and painting style).

BEST COPY AVAILABLE

colonial. Esta Frida rechaza su mexicanidad y declara con su vestido europeo que está separado también de Diego. Es la Frida "no amada."

La Frida a la derecha tiene un corazón abierto pero sano y intacto. Tiene en su mano una pintura pequeña, en forma oval de Diego. Este cuadro que está atado a una vena que va al corazón de La Frida "amada" al corazón de la Frida sentada a la izquierda. Otra vena sale de este corazón y cae a su mano que está entre sus piernas al lado de su sexo. Frida corta el flujo de sangre con tijeras et la sangre chorrea sobre su vestido. Es evidente que el corazón sano a la derecha simbolisa su unión con Diego y que el retrato al lado de su sexo representa la uni nón entre ellos. También representa la idea de que Frida piensa a Diego tanto como esposo, que como un niño que cuidaba. El corazón atrofiado de la Frida a la izquierda simbolisa la muerte de su unión. Puesto que corta la vena que la conecta a la Frida "amada" a la derecha ella declara que ya no es parte de Diego. Además, ella sugiere que siente mucho dolor, visualmente presentado por la sangre que cae sobre su vestido blanco.

Las dos Fridas quedan impasivas; es decir no tienen expresión de cara. Solamente el fondo da una idea de su estado interior. En el fondo hay nubes morenos, nubes tempestuosos que parecen muy agitados. Este fondo sugiere el dolor, confusión y cólera que siente.

Las dos Fridas están sentadas en una banca y están cogidos de la mano. Esto puede sugerir que cada una apoya o conforta la otra. Representan dos lados de una persona.

Este cuadro inspirado por su divorcio representa como Frida Kahlo toma una experiencia de la vida y la transforma en obra de arte que representa sus emociones y su visión.

Circumstances of Performance:

	Timed Assignment
√	**Extended Project**
√	**First Draft**
	Revised Draft
√	**Teacher-generated Topic**
	Student Choice
√	**Embedded in Class Work**
√	**Research Required**

Checkpoint C: Spanish

Student Work Sample

A Screenplay

Context

Students were asked to develop an original screenplay based on concepts from various short stories which were discussed in class. The students were also instructed to be prepared to act out their screenplay, and they were told it would be videotaped later.

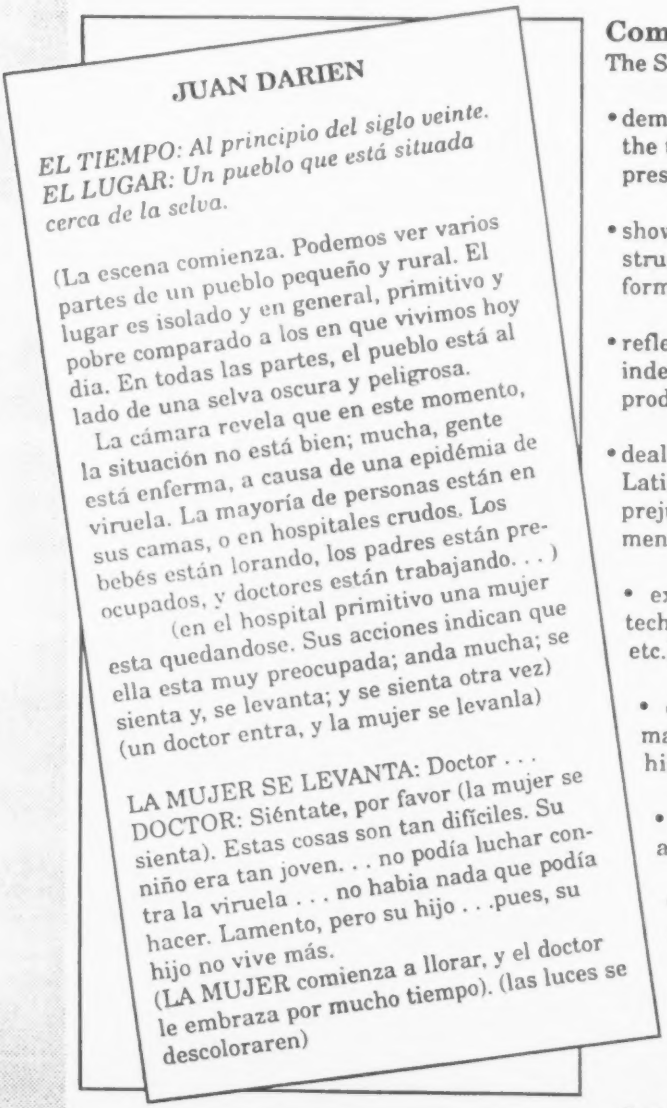
Performance Indicators

Students can:

. . . write creative texts in which their thoughts are unified and presented in an organized fashion

. . . interpret full-length original versions of poetry and prose that express significant themes and issues of global and cultural concern

. . . use culturally appropriate vocabulary, expressions, gestures, and verbal and nonverbal cues associated with the suggested range of topics.



JUAN DARIEN

EL TIEMPO: Al principio del siglo veinte.
EL LUGAR: Un pueblo que está situada cerca de la selva.

(La escena comienza. Podemos ver varios partes de un pueblo pequeño y rural. El lugar es isolado y en general, primitivo y pobre comparado a los en que vivimos hoy dia. En todas las partes, el pueblo está al lado de una selva oscura y peligrosa.

La cámara revela que en este momento, la situación no está bien; mucha, gente está enferma, a causa de una epidémia de viruela. La mayoría de personas están en sus camas, o en hospitales crudos. Los bebés están lorando, los padres están preocupados, y doctores están trabajando. . .)

(en el hospital primitivo una mujer esta quedandose. Sus acciones indican que ella esta muy preocupada; anda mucha; se sienta y, se levanta; y se sienta otra vez) (un doctor entra, y la mujer se levanla)

LA MUJER SE LEVANTA: Doctor . . .
DOCTOR: Siéntate, por favor (la mujer se sienta). Estas cosas son tan difíciles. Su niño era tan joven. . . no podía luchar contra la viruela . . . no habia nada que podía hacer. Lamento, pero su hijo . . .pues, su hijo no vive más.
(LA MUJER comienza a llorar, y el doctor le embraza por mucho tiempo). (las luces se descoloraren)

Commentary

The Sample:

- demonstrates excellent understanding of the text (*Juan Darien*) and the concepts presented
- shows exceptional use of vocabulary and structure (e.g., past tenses and command forms)
- reflects the student's ability to work independently to produce a quality final product
- deals with culturally relevant themes of Latin America (e.g., discrimination, prejudices, immigration problems, roles of men and women in society)
- exhibits appropriate screen-writing technique (e.g., setting, stage directions, etc.)
- demonstrates the student's ability to make connections between the text and his screenplay
- uses a wide variety of familiar words and expressions
- contains well-organized ideas that are supported with adequate detail
- shows recognition of cultural patterns of the target culture (e.g., uses "tu" when addressing a family member).

BEST COPY AVAILABLE

La escena cambia, y ahora estámos en la casa de la mujer. Han pasado algunos días. Elia está sentada en una silla, y no ha recobrado su felicidad a causa de la muerta de su hijo, lo unico que tenía.

De repente, oímos un "meow". La mujer lo oíga también, y se levanta y busca el gato. Finalmente, ella abre la puerta, y en su patio está un tigrecito.)
(La mujer debe tener miedo, pero tiene interés . . .)

MUJER (en voz suave): Pues, hola tigrecito . . . ¿Cómo estás? . . . ¿Tienes hambre? . . .¿Quieres leche? . . . ¿claro que Sí. . . (ella le daba la leche) (el gato la bebe).
(Ahora vemos varios escenas que indican que la mujer ha empezado a mamar al tigrecito).

NARRADOR: Nuestra amiga pobre, sin un hijo, siempre se sentía triste, y el gato le daba una razón para continuar su vida. Entonces, ella daba comida y leche al tigrecito por muchas semanas. . .
Pero la madre nueva tenía un gran problema. Aunque ella había aceptado el tigrecito como su proximo hijo, por supuesto la gente del pueblo nunca podría hacer el mismo. Pues, la mujer hacía sus actividades en secreto, pero un día. . .

(vemos a un hombre del pueblo, que está pasando andando durante la noche. En la casa, la mujer está sentanda con el tigrecito. El gato, que ha estado descansando en la falda de la mujer, de repente ve un rata en el suelo, y quiere jugar con la rata. El tigrecito salta de la falda de la mujey lucha ruidosamente con la rata. . .)
(A fuera, el hombre lo oiga, y viene a la puerta para verificar que la mujer está bien. El golpea la puerta.)
(El gato silba ruidosamente, y ruge muy poderosamente al visitor, aunque es solamente un tigrecito joven).
(El hombre reconoce inmediatamente que este es la voz de un tigre, y busca a tientas el revólver) . . .

Circumstances of Performance:

	Timed Assignment
√	Extended Project
	First Draft
√	Revised Draft
√	Teacher-generated Topic
	Student Choice
√	Embedded in Class Work
√	Research Required

NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, NY
Permit No. 293